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THE APPLICATION OF LINGUISTIC PRINCIPLES
TO THE TEACHING OF A FIRST YEAR COURSE
IN HIGH SCHOOL FRENCH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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BY

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ABSTRACT

The science of linguistics has much to offer to the teaching of a second language. However, the writer of this investigation, through discussion with teachers and during classroom visitation, has observed that linguistic principles are seldom applied to the teaching of French. Although the textbook, Le Français Vivant, has been designed to encourage an audio-lingual approach, this approach is not being used extensively in Northeastern Alberta. The second language is still being treated as a body of knowledge rather than the skill which it is. And so students continue to graduate from the French classes with little ability to communicate in the language although its study has demanded much time and effort.

The emphasis which linguists place on the manipulation of language structures has resulted in an acknowledgment that a language is learned by mastering sentences, phrases and word combinations rather than by a detailed study of grammatical rules. In the light of this, the writer decided to prepare a set of pattern drills to enable students to practice and master essential language constructions to the point of automatization through frequent meaningful repetitions. The sequence of pattern drills and the vocabulary which they contain are based upon the material in Le Français Vivant because it is believed that this text-

book provides a useful basis for the students' introduction to the French language.

The original set of pattern drills has been revised after actual use in the classroom and after consultation with teachers engaged in teaching who had examined these pattern drills. The initial pattern drills contained little variety and students became less interested as the drills continued to be used. In the present set of pattern drills the writer has introduced a variety of linguistic-ally oriented drills and also a developmental process by which students are gradually encouraged to express themselves creatively in concrete situations.

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CHAPTER I
THE PROBLEM
I. INTRODUCTION

The 1962 Senior High School Curriculum Guide for French, German and Latin asserts, "there is a growing conviction that if language programs are to be offered in a worthwhile way, ... they must begin orally ...".¹ A later paragraph states that:

Another current trend in modern language study is increased attention to the development of audio-lingual skills ... The research findings of linguistic scientists have ... been a factor in the trend to attach greater importance to acquisition of the new language through the ear, especially in the early stages of language learning.²

It is not difficult to find literature in the field of foreign language teaching to support this emphasis upon an audio-lingual approach; in fact there seem to be few educators who would deny the statements already cited. For example, Walter Meiden writes:

Fluency must be one of the prime goals of the first conversation course; in fact, fluency should probably be developed before anything else in the course. For once a student speaks fluently even within a restricted area, other aspects of conversational skill can be mastered more easily.³

A report on a recent meeting on linguistics and language teaching notes that the first priority of the Army Language School is "to teach the student to understand a foreign language and to speak it with fluency and reasonable accuracy".⁴

In yet another article, Albert Valdman says:

The present trend in the teaching of foreign languages is the replacement of the traditional grammar-translation method by the audio-lingual or "New Key" approach. Now the most important feature of the "New Key" is the emphasis on language structure and the presentation of grammar inductively in the form of pattern drills.⁵

On the other hand, linguists are nearly unanimous in declaring that a grammar-translation approach has little to offer in the learning of a language as a means of communication. W.F. Twaddell says:

The traditional "grammar" method proceeded ... from theory to practice, and had writing as the basis for all language skills. Students were asked to memorize written forms of words, paradigms, grammatical rules, in order to solve linguistic problems. These problems were presented in exercises containing sentences that would probably never occur in real speech. This "grammar" approach tended to neglect language as communication, language as speech.⁶

The linguists' position may well be expressed by Robert Politzer who gives the following objections against a grammar-translation approach:

1. it forces the student to analyze and identify individual building stones in his own language first, which means that instead of learning complete constructions in French, he must arrive at the French construction by learning sets of correspondence between English and French;
2. the constant cross-association between English and French leads -- just because English and French are parallel in so many cases -- to the assumption on the part of the student that they are parallel in many other cases, in which they are not;
3. all the cases in which English and French are not parallel must be presented as special problems or 'exceptions' or 'idioms'.⁷

Although recent literature is clear in its recommendation for an audio-lingual approach and a corresponding departure from a grammar-translation approach, the experience of this investigator indicates that teachers continue to teach French through grammar study and written translations. Sister Simon-Herman, in a thesis completed in 1962 at the University of Alberta, recommends the organization of teacher training courses to acquaint teachers with the methodology of applied linguistics.⁸ That such a course is needed might well provide some evidence that many teachers are not as yet familiar with the science of linguistics, and therefore unable to apply the principles of this science to classroom procedures.

II. NEED FOR THE STUDY

During the scholastic year ending in June 1963, this investigator had occasion to help a group of teachers prepare a final examination paper for French 10. This paper was to be written by approximately 950 pupils who were attending schools in eight inspectorates in Northeastern Alberta.

After some preliminary discussion with the teachers who were planning this test, this writer concluded that the questions designed for this paper would reflect a traditional grammar-translation approach. Later an analysis of the completed paper showed that it stressed correct written knowledge of grammatical constructions and idiomatic translations.

Original and automatic oral response in the new language was not considered in this paper.

The experience with this test led the investigator to observe and to discuss with teachers in his area, the methods used in teaching French. This limited survey revealed that these teachers did not apply audio-lingual techniques. Yet in 1961, the members of the curriculum sub-committee for high school French in Alberta had recommended a multiple authorization of the three texts which are now in use, because each one of these books emphasized an audio-lingual approach. With any one of these books as a basic text in a beginning French course, it is possible to implement techniques which promote accuracy and fluency in the hearing and speaking skills.

In the geographic area previously mentioned, Le Français Vivant is used as the authorized text. The foreword to teachers of this manual clearly states that "from the outset emphasis is laid on understanding and speaking the living language."⁹ However, after using this book for two years, the teachers of this area teach French in such a way that it continues to remain largely unrelated to the spoken language.

The following reasons appear to be significant for this continued emphasis upon a traditional grammar-translation approach:

1. Many teachers have limited training in foreign language teaching. These teachers are unable to

apply the principles of linguistics to classroom procedures because they are not acquainted with this science;

2. Other teachers are too occupied with several courses to be able to make a thorough preparation for each course. They do not have sufficient time to experiment with newer techniques;
3. Linguists have been somewhat slow to tell language teachers how these findings are to be used in the classroom. Language teachers have not adapted readily to a linguistic teaching method because "so far little work has been done in showing the application of linguistics to the teaching of any one particular language."¹⁰

But the science of linguistics is creating new interest in the method of teaching foreign languages, and recently books have appeared in which the principles of linguistic research are applied to specific foreign languages. Politzer in the foreword to the preliminary edition of his book states that:

it is a textbook on the application of linguistics, with heavy emphasis on application ... the emphasis remains on the teaching of French rather than its scientific analysis...

The aim of this book is not to teach French, but to show how to teach French on the basis of linguistic knowledge.¹¹

If these linguistic principles are to be applied to actual classroom procedures, it seems necessary to make a study of one authorized text now used in high school French. The content from this book is then to be organized according to principles of linguistic science.

III. PURPOSE OF THIS STUDY

In the present study, this writer intends to develop a series of exercises based on the pattern-drill approach, using Le Français Vivant for content material. The pattern-drill technique is highly recommended by linguists who insist that fluency and accuracy in hearing and speaking are necessary even in the initial stages of foreign language learning. It is hoped that the exercises prepared in this study will lead the pupils through a number of drills designed to develop skill in the actual use and control of the French language. Material from this study might eventually be put in a guide or manual to assist teachers to apply the science of linguistics to the teaching of French. In this way, the writer hopes that the study will make a contribution to the practical application of the findings of linguistic research to foreign language teaching in Alberta.

IV. DEFINITION OF TERMS

The Grammar-Translation Approach, as here defined, is one which consists of presenting to a class a set of grammatical rules, illustrated by examples. Then there follows a series of vocabulary items and exercises in which each student is expected to apply the grammar rules to the vocabulary rules. Thus, a new language is manufactured according to a set of recipes. R.L. Politzer claims that

this type of approach is the most obvious offender against linguistic principles.¹²

The Linguistic Method used in this study, is one which begins the study of a foreign language with constructions in the language to be learned. It makes abundant use of oral practice and it emphasizes the learning of complete patterns or structures. Through systematic drill, an attempt is made to foster fluency of communication in the new language. In this study audio-lingual techniques refer to methods which emphasize the hearing and speaking of the language.

Speech patterns or structures are basic language elements. They are complete expressions, but usually they can be expanded to build more complicated structures or patterns. Pattern drills are exercises by which students learn to control these patterns of speech. Linguistic research indicates that language is learned by a mastery of these patterns and constructions rather than by a study of grammar. The ready recall of these patterns enables the students to respond automatically in the foreign language in any situation which they are likely to meet in the course of normal living.

V. PROCEDURE TO BE FOLLOWED

In the book, Teaching French: An Introduction to

Applied Linguistics, Politzer has applied the principles of linguistics to the teaching of French. He maintains that a linguistic teaching method does not necessarily equate the elements of one language with those of another. This equation of elements, he continues, is an essential and even a necessary aspect of the grammar-translation approach. But with linguistics the starting point of instruction is a complete construction in the foreign language.¹³

Using as a basis the principles emphasized by Politzer, this thesis begins in Chapter 2 with a discussion of the linguistic approach outlining its broad principles and indicating its contributions to foreign language teaching. The types of drills and exercises which are used by linguistically-trained teachers are also included in Chapter 2.

In Chapter 3 this investigator attempts to indicate what various linguists have discovered in the application of linguistic science to the teaching French. In this area some implications for methodology are especially pertinent in the teaching of pronunciation, syntactical patterns and vocabulary.

The content from the first twenty chapters of Le Français Vivant is developed into a series of pattern drills and exercises in Chapter 4. These exercises are basically an application of the concepts and generalizations discussed

in the previous chapters. In summary, one could say that Politzer has taken the science of linguistics and has applied it to the teaching of French. This chapter is an attempt to transfer his application (as well as that of others) to the content of a specific book.

Chapter V contains recommendations for further research for applying linguistic findings to the teaching of languages.

VI. LIMITATIONS

This study is an attempt to prepare a series of pattern drills for the first twenty chapters of the Le Français Vivant. Since this is the course content for French 10, these exercises are organized for Grade 10 only. In each chapter a limited number of pattern drills are developed, using material in the chapter or of that found in chapters previously learned. These exercises are illustrative; they cannot include all possible types of exercises common to linguistic drill. It is hoped that the work presented in the pages that follow will provide teachers with a practical introduction to the teaching of first year French, using linguistic principles.

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13. Ibid., p.5.

CHAPTER II

PRINCIPLES OF LINGUISTICS

I. INTRODUCTION

Politzer defines linguistics as "the scientific study of languages."¹ Applied linguistics is the application of this study to language teaching. Although linguists and language teachers have been somewhat slow in adapting linguistic theory to actual classroom procedures, recent research recommends a linguistic approach in the methodology of foreign language teaching. There is evidence to indicate that procedures based on linguistic principles can be used successfully in the classroom. Since linguists maintain that language is a form of behavior and that language control is a habit, they differentiate between learning a language and studying a language. Learning a language means acquiring new habits by imitation and practice, while studying a language implies acquiring new insights and understandings of a complex behavioral pattern.² Furthermore, the linguists believe that in the classroom, the first emphasis should be upon the learning of the language, rather than upon the studying of the language. They emphasize that learning the language requires guided practice in speaking the new language in the classroom. But writers agree, and this investigator's experience shows, that this is done infrequently in the classroom. Walter Meiden says that pupils tend to

recite in the classroom rather than speak because language is taught analytically.³ Pierre Delattre has also investigated the teaching of foreign languages and has found a total lack of preparation on the part of many teachers.⁴ But a change in the methods of teaching a foreign language is inevitable. So much has been said about linguistics recently that teachers cannot help but become aware of some of its findings, and eventual application of these in the classroom is unavoidable.

II. CONTRIBUTIONS OF LINGUISTICS TO LANGUAGE TEACHING

There are authorities who say that the application of linguistic science has only recently found its way into the classroom. In 1956 Daniel Cardenas wrote that linguists had not really studied thoroughly the problem of applying linguistic results to language teaching.⁵ More recently, however, others have noticed that at last the principles of linguistic science are making an impact on classroom procedures. Marjorie C. Johnston, in an article published in 1958, noted that some exciting things had been taking place in the field of language teaching. Among those worthy of note was the application of linguistic science in foreign language text books and classroom theory.⁶ W.F. Twaddell, in another article published two years later, stated that, "The findings of linguistic research feed into classroom language teaching through two channels:

planning of the practice, and managing the practice."⁷

Robert Politzer agrees with Twaddell and states that there have been three important contributions made by the linguistic application in the area of planning or preparation of teaching materials. These are:

1. A systematic construction or arrangement of teaching materials, with emphasis given to points of real difficulty. This is possible because a comparison of the two languages by linguistic analysis highlights the major difficulties encountered by the student of the language to be learned.
2. A description of the language to be learned which is more simply done than in conventional grammars.
3. Provision is made to furnish the students with the rules of the spoken language, since the spoken language is the prime interest of the linguist.

In the area of actual classroom practice, Politzer states that linguistics emphasizes two principles. These are:

1. That the student must perform in the language since language is "behavior". Behavior can only be learned by inducing the student to "behave" or perform in the language.
2. That the student gets to know slowly, systematically and one by one, each of those elements that have been identified and analyzed by the linguist.⁸

It is only very recently that textbooks have been published which are based on the principles stated by Politzer. The methodology based on these principles varies

considerably from the traditional grammar-translation approach.

III. PRINCIPLES OF A LINGUISTIC TEACHING METHOD

If the principles of linguistics can be used in classroom instruction, what are the characteristics of a linguistic teaching approach in a foreign language class?

The starting point of any linguistically-oriented lesson is the learning of a complete construction in the foreign language. Audio-lingual skills are emphasized, with ample opportunity provided for practice of memorization of pattern drills. Linguists agree that nearly all of the mistakes made by a beginner of foreign languages are the results of attempting to translate and to equate words rather than ideas or complete utterances. That elements of one language cannot be equated to elements of another language is the first lesson which a student must learn.

Some writers in the field of foreign language teaching point out that such an emphasis on the learning of complete constructions tends to neglect grammar. This is not necessarily so. The linguist maintains that grammar should be taught not by rules and translations but rather by example and repetition of meaningful structures. Grammatical explanations may be given, but only after memorization of the structures has taken place. After the student

has learned to make the statements, he may then be led to some understanding of the grammatical principles upon which the statements are based. Learning the principles helps him to understand what he is doing. Thus, grammatical explanations are approached inductively.

The linguistic method is characterized by frequent repetition of meaningful patterns. Linguists report that the actual learning of the foreign language takes place primarily through performance and habit-formation in the classroom by the student. This implies that the language must be taught by reproducing appropriate responses to given stimulus. A response must be repeated a great many times before it is learned. In order to respond automatically to a stimulus in a given situation, a student must have had previously the opportunity of repeating the response on several occasions. W. Meiden gives the following as a general principle in the learning of common patterns:

Afford the learner the opportunity to use common expressions to the point where these expressions become word-patterns rather than a matter of translating English phrases into a foreign language.⁹

The linguist also tells us that the patterns of the native language interfere with the learning of the patterns of the language to be learned. There must be a special emphasis placed on those elements of the foreign language which are made very difficult by the interference

of the native language. Until the patterns of the second language become automatic it is suggested that intensive drilling be practiced at these special points of interference.

The final and perhaps the most significant characteristic of a linguistic approach as it applies to methodology is that translation from the foreign language to the native language is reduced to a minimum. Through a systematic presentation of useful expressions, the student builds up a supply of utterances which he can use in real-life situations. He is thus able to communicate his basic thoughts to others. This provides him with the most important motivation for studying a foreign language.

Summarizing the factors that applied linguistics would emphasize, Daniel Cardenas includes the following:

1. Oral-aural approach above all.
2. Systematization of presented material on all levels, (pronunciation, intonation, rhythm, grammar, syntax and vocabulary).
3. Emphasis on practice, drill, and memorization.
4. Postponement of grammatical analysis until after memorization.
5. Translation from the target language to the native language reduced to a minimum.¹⁰

IV. TYPES OF DRILLS AND EXERCISES

The linguist defines learning a language as the

mastery of the essential patterns which constitute the structure of that language. Those who object to an audio-lingual approach imply that the pattern-drill method is based on parrot-like repetition. However, the pattern-drill technique is a varied one that employs inductive reasoning instead of precept-example procedures.¹¹

Stimulus in the foreign language is perhaps the main characteristic of the linguistically oriented drill. Substitution and transformation exercises provide stimulus in the foreign language. Politzer argues that most of the other "linguistic" teaching techniques are basically adaptations of these two principles.¹²

In substitution exercises, the pupils continue repeating the pattern until it becomes a matter of habit. The general pattern remains unchanged, although there is a change of vocabulary words in one of the pattern elements; for example:

Je ne veux pas de	pain
	lait
	viande
	poisson

In this example the basic pattern remains unchanged, although the noun-object changes. The student repeats the whole structure after hearing this word given by the teacher.

Through frequent repetition, the pattern and also its structural meaning, are both learned simultaneously. The lexical items are changed, thus enlarging the student's vocabulary, but the structural meaning and the pattern remain constant.

In transformation drills a different sentence is used as a base for each step in the drill. Different examples of the same pattern are used and by repeating the same operation, the student produces a new pattern; for example:

Il mange du pain. ----- Mange-t-il du pain?

Il achète du lait. ----- Achète-t-il du lait?

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CHAPTER III

THE APPLICATION OF LINGUISTIC SCIENCE TO THE TEACHING OF FRENCH

I. INTRODUCTION

Recent literature in the field of foreign language teaching emphasizes that in a beginning class of foreign language study, "the primary goal is to develop the ability to understand the language as it is spoken by natives and to speak the language so that natives can understand."¹ This can be accomplished when foreign language methodology places emphasis on the development of audio-lingual skills. The application of linguistic principles and findings to the teaching of pronunciation, syntactical patterns and vocabulary, is especially relevant if the primary aim of foreign language teaching stated above is to be achieved.

II. PRONUNCIATION

The implication of recent linguistic findings for pronunciation is that pupils imitate whole patterns or meaningful constructions as pronounced by a well-trained teacher. They are not to use a printed text in the first stages of French language study. Daniel Cardenas is of the opinion that in introducing the student to the new language it is imperative to do it orally without access to

the written forms.² When teachers approach French pronunciation in this manner, it enables the student to concentrate on the sounds, especially the new sounds of French, rather than on the written forms. Pupils make better progress in the pronunciation of a new language when they repeat whole sentences in the foreign language without stopping to translate each word or phrase in the native tongue. Cardenas advocates:

The individual sound should not be presented in isolation but in careful phrases that form part of the students' working vocabulary and should be repeated over and over until each phrase is a meaningful whole so that they³ react to it as if it were a recognizable stimulus.

The pronunciation of the student gradually improves through constant practice in speaking meaningful sentences and phrases. Slowly, but gradually, the student hears and distinguishes new sounds which he imitates through constant repetition of meaningful patterns. Auditory discrimination is the initial step in teaching pronunciation of a new language. A student must be able to hear and distinguish sounds before he can imitate and speak. This emphasis has been the result of the application of the phonemic theory to the teaching of pronunciation.

Stress and intonation are frequently neglected in beginning French classes. However, since these are very essential to correct oral communication, teachers should make the student aware of both stress and intonation from

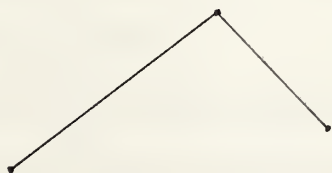
the outset.

In French, all the syllables in a word are pronounced evenly, except the last sounded syllable. This one receives a slight stress. In sentences, the same holds true. The whole series of words in a sentence is pronounced as if it were one word, whenever these words are closely related in thought. Every syllable receives the same stress except the last one, which receives a slight stress. Each group of words containing such a stressed syllable is known as a stress group.

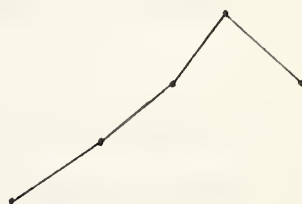
Intonation is the rising and the falling of the voice in speech. In French, the voice rises to a higher note and descends to a lower one than it does in English.

The following illustrations represent some typical French intonation patterns. Each dot represents one syllable.

1. Statements consisting of one stress group:



Bonjour, Jeanne.



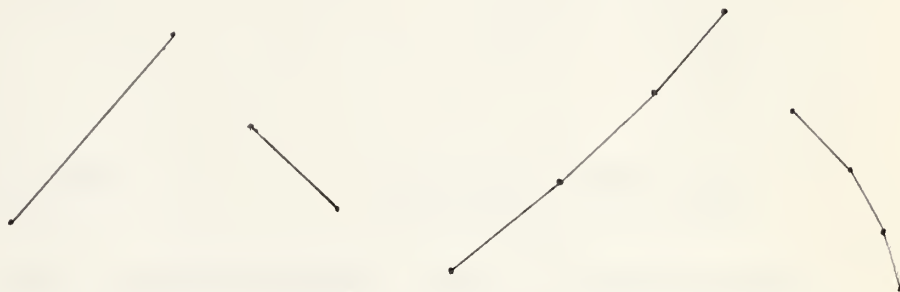
Il est en retard.

When a statement consists of one stress group, the intonation continues to rise on each syllable until it

reaches its highest pitch on the next to the last one.

Then the intonation descends sharply on the last syllable. This syllable retains the stress.

2. Statements consisting of two stress groups:



Jeanne parle toujours.

Il veut parler devant
la classe.



Elle l'a vu aujourd'hui.

When a statement consists of two stress groups, the first stress group has a rising pitch, and the second group a descending pitch.

When the statements are made up of more than two stress groups, the patterns vary, but in general they are based on the principle that a syllable bearing the high pitch gives a feeling of incompleteness, which is then satisfied by a following group of descending pitch.

3. Questions beginning with an interrogative word:



Où est-il?



Comment allez-vous?

When a brief question begins with an interrogative word, it uses a falling intonation. A longer question will usually have a rising intonation on the interrogative word, then it continues with a descending pattern.

4. Questions not beginning with an interrogative word.



Vous êtes en retard?



Est-ce qu'il en est retard?

These questions typically use a rising intonation.

The teacher should point out to the student these typical patterns, although good intonation will only be acquired by listening closely to good spoken French. Continual repetition of sentences and patterns is conducive to the

development of a correct intonation only if teachers are careful to insist on proper inflection of the voice. Linguists agree that the best way to teach intonation and stress in beginning classes is to insist on careful imitation of each sentence pattern. Because of the stress system in French, words in isolation are pronounced differently than they are pronounced in a complete sentence. In order to produce the right sounds then, new words and sounds should be introduced in meaningful sentences or patterns. It is also important that the teacher have the pupils in a class repeat the patterns several times, always with the proper voice inflection.

In the final analysis, it then appears, that the acquisition of a good pronunciation by the student depends on a good pronunciation on the part of the teacher, and his insistence on accurate repetition by the student. Delattre insists that a long preparation should precede the teaching of a language in which the following fundamentals of pronunciation are regarded as a minimum:

- (i) Sound elements: vowels and consonants
- (ii) Prosodic elements: Intonation, accent, rhythm, syllabication
- (iii) Knowledge of the articulatory dimensions of French vowels and of French consonants.

He then concludes that if teachers were linguistically trained, they would have useful tools in teaching pronunciation with competence whenever a problem of articulation arose.⁴

III. SYNTACTICAL PATTERNS

In French, as in other languages, words are grouped to make up larger units of speech such as phrases, clauses and sentences. Syntactical analysis has evolved as the result of findings in linguistic research. Its purpose is to determine how words can be arranged to make up larger patterns of speech. Politzer maintains that most French utterances are made up of noun and verb clusters.⁵ The noun or verb of each cluster forms the centre of the cluster itself. The sentence below is composed of these clusters mentioned by Politzer.

La jeune fille ne veut pas cette robe-ci.

(noun cluster) (verb cluster) (noun cluster)

A comparison of basic structures of French and English patterns reveals that with few exceptions, the main difficulties facing the English speaker in French do not lie in the arrangement of the noun and verb clusters themselves, but rather within the formation of these clusters. The example below shows this difference:

<u>Noun</u>	<u>Verb</u>	<u>Noun</u>
Les enfants gâtés	n'ont pas	beaucoup de plaisir
Spoiled children	do not have	much fun

This parallelism in the position of noun and verb

clusters in French and English does not apply in all cases. However, it is so common that the initial task and perhaps the most difficult one for the teacher is to teach the combination of the noun and verb clusters.

Politzer suggests the following combinations with noun clusters:

1. the use of the partitive article,
2. the use of the definite article for generalizations,
3. the position of the adjectives,
4. the formation and the use of the determinatives.

With the verb clusters, Politzer recommends:

1. the position of the pronouns,
2. the formation of the interrogatives,
3. the formation of the negative forms.⁶

A student will never be able to produce French patterns with fluency and accuracy until he can produce quickly and automatically these noun and verb clusters. In order to use these in speech there is no time for going through the construction process. The clusters must be readily and automatically available if the student is to respond in French. The best way to achieve this is to have the student use these clusters over and over again in sentences in which the clusters remain constant while items in the cluster are changed. And if the student is to achieve a mastery of such clusters, the method of listen, repeat and substitute must be followed by the method of stimulus and response through question-answer drills. After

the pupil has memorized a pattern, he must learn to respond to a stimulus which elicits that pattern, if thought and free conversation are to take place.

IV. VOCABULARY

For a long time it has been held that vocabulary building is one of the most important aspects in the learning of a foreign language. Hence, much emphasis has been placed and continues to be placed today on the memorization of word lists. However, linguistic research, rejecting this hypothesis, points out that the memorizing of an extensive vocabulary is the least important part of systematic language learning. Linguists claim that vocabulary expansion must necessarily follow the establishment of sentence patterns in the learner. First, these sentence patterns must be established as patterns which can be readily recalled by the learner. Vocabulary learning starts from the beginning of instruction since all patterns are composed of vocabulary items. But vocabulary presented in meaningful context is stressed as opposed to the learning of word lists. Substitution of new words in established patterns is one of the most effective ways of introducing new vocabulary in meaningful context.

FOOTNOTE REFERENCES

1. Evan, J.A.; and Baldwin, M. Learning French the Modern Way, Toronto: McGraw-Hill Book Company, Inc., 1963, page 8.
2. Cardenas, D. op. cit., pages 385-390.
3. Ibid., pages 385-390.
4. Delattre, Pierre, op. cit., pp. 483-490.
5. Politzer, R.L., op. cit., page 91.
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CHAPTER IV

AUDIO - LINGUAL PATTERN DRILLS

1. INTRODUCTION

Research, both in Alberta and in the United States shows that the latest methods recommended in the foreign language classroom tend to be linguistically oriented.¹ This approach which concentrates on sound as a means of communication recognizes the following order of language skills: hearing, speaking, reading and writing. The use of the printed word is omitted until after the mastery of sounds has been established. André Malécot argues that written exercises are shunned in the initial stages because of the discrepancy between the written and the spoken language. The consensus of specialists is that foreign language learning should start with the spoken language because this is the natural basis for whatever other skills may ultimately be desired.²

To meet this objective for teaching students to speak the language from the beginning of foreign language development, new techniques of teaching and of practicing are being devised. Paul Pimsleur claims that chief among these is the pattern-drill technique.³

A pattern drill is an exercise which helps the student to acquire oral mastery of a grammatical point. It does so by providing sufficient opportunity for repetition

of the point in a variety of sentences and immediate information as to the correctness of the response. Most important, it instills in the student the concept of a linguistic pattern viewed as an abstract frame with several slots into which indefinitely many words can be placed to produce new sentences. The pattern drill presents only one difficulty at a time, but requires the student to give an automatic oral response. Pattern drills help the student toward oral mastery of grammar by linking the sounds of words, rather than their written appearance, to their grammatical function. This is the primary linking which must take place before the student can speak and understand a language. It is the process of training the student's ear so that right utterances sound right to him, and wrong ones sound wrong. Once having acquired this ability, the transfer from the spoken to the written language is a relatively simple one, while the transfer in the other direction is immeasurably more difficult.⁴

From the information gathered through a somewhat extensive reading of recent literature related to the present study, the writer conjectured that the preparation of a set of pattern drills built around the content found in Le Français Vivant might be useful for teachers who are interested in introducing Grade 10 pupils to French along a linguistic approach. From the survey of reading the writer

has developed a set of pattern drills which it is hoped can be used to promote hearing and speaking facility in a beginning French class.

2. THE USE OF PATTERN DRILLS IN THE CLASSROOMS

Paul Pimsleur suggests that there are certain characteristics to be desired in pattern drills.⁵ In the preparation of the pattern drills which follow the writer attempted to plan these exercises along the principles recommended by Pimsleur. These principles are listed below and along with each, the writer suggests ways of employing the principle stated in an actual classroom situation.

1. The use of English is limited to brief instructions, and these are gradually eliminated as the pupil becomes acquainted with the various pattern drills. The initial aim should be to learn basic pronunciation and patterns at the outset in order to have the student respond to meaningful French sounds. In the sentence pattern below, the following is suggested:

Marie	est en retard
Jean	
Robert	
Louise	
Anne	

The teacher tells the class to listen while he pronounces the basic sentence a few times. Later the class is told to pronounce the sentence as a group. Then the teacher repeats correctly and the class imitates. When the pronunciation is good, the teacher tells the class that he will pronounce the first word only (cue) but that they will repeat the word along with the complete pattern. After a few days of such instruction, the teacher can easily give the instructions in French; e.g. *Ecoutez la phrase; Répétez la phrase; Complétez la phrase*. Appropriate remarks may be made in French to encourage or to correct; e.g. Très bien; Répétez après moi; Encore une fois.

In order to save time and to avoid confusion, linguists agree that points which need to be clarified or explained be made in English.

2. The literature suggests that much of foreign language teaching should proceed from practice to theory.⁶ In actual practice, Pimsleur is of the opinion that the reverse is true,⁷ but he strongly recommends that pattern drills be used as concrete examples by which pupils can gradually formulate the rule of grammar contained in the specific drills. For instance, in the sentence pattern on the next page, the pupils are asked to repeat the sentence after the teacher has pronounced it.

Je ne veux pas de

lait

crèmepainfruitsbeurre

Then the teacher pronounces only the cue words underlined and the pupils respond with the whole pattern. Now a comparison with these words in the affirmative pattern will reveal the grammatical point involved. The formulation of this rule is discussed in English.

3. Each pattern drill emphasizes one single point. Dr. de Sauzé has long recognized that for optimum learning, there should be concentration on one specific point until it is thoroughly learned.⁸ In the sentence below, the student concentrates on the third person singular of the verb through item substitution of the subject or adjectival ending.

Jean est

en retard

Marie

Jeanne

Robert

en avance

The teacher pronounces the pattern, Jean est en retard, which the pupils imitate until it is correctly pronounced. Later the teacher cues the noun subject and

the pupils respond with the complete sentence. Once the pupils have acquired a mastery of Jean est en retard, the teacher pronounces Jean est en avance, and the class continues in the manner suggested for the first sentence. The pupil soon realizes that this is a pattern into which an indefinite number of words can be placed.

Once the third person of the verb has been mastered, a pattern is practiced which contains another verb form, e.g. Nous sommes en retard. This way, slowly and gradually the pupil is able to build up a number of patterns which can be readily recalled when the need for them arises.

4. There should be a gradation of difficulty in the material of the pattern drills. To avoid discouraging the weaker students, the first pattern drills should be easy enough for all the pupils to do successfully. But to challenge the stronger pupils, the drills should become progressively more difficult. A pattern practiced through item substitution can be successfully done by anyone who has mastered the proper pronunciation. For instance, in the following pattern,

<u>L'homme</u>		est en retard
<u>La femme</u>		
<u>Marie</u>		

any pupil can complete the sentence once the teacher has cued one of the underlined words. Now when the pupil is

asked to add to this pattern an adverb, such as toujours, or to transform it into an interrogative pattern, this is obviously a more difficult task than simply substituting items without changing the sentence form in any way.

Analogy drills which elicit the use of words in a new way can be planned to meet this requirement of a gradual increase in difficulty. Each response in the following exercise requires a change in the verb but this change is controlled by a fragmentary question attached to the stimulus:

Marie	est	en retard	Et vous?
Je	suis		Et moi?
Vous	êtes		Et les garçons?
Ils	sont		

With this exercise the teacher pronounces the sentence pattern which the pupils again imitate. But the teacher then asks: Et vous? One pupil replies: Je suis en retard. The teacher continues with the next question to which a correct response is expected. Such an assignment is not attempted until the vocabulary is familiar and the individual verb forms have been thoroughly mastered through less difficult exercises such as those requiring only item substitution.

A gradation in the difficulty of material presented

seems necessary in order to avoid mere repetition without active participation.

5. An immediate reinforcement is possible when the use of pattern drills is employed. The teacher always repeats the correct answer when a pupil does not answer correctly. The oral use of pattern drills is encouraged because each student receives correction even when they are all speaking at the same time. André Malécot claims:

Perhaps the greatest harm of the "grammar" method occurred during the hours intervening between the time a written assignment was completed and the following class, where the student finally found out which of his sentences were right and which were wrong. Those hours tended indiscriminately to strengthen all of his responses whether they were correct or not. The few moments spent explaining the mistakes obviously could not be expected to counteract the effect of all that time, and in view of the tentative nature of the homework there was not much point in committing to memory what one had worked out.⁹

6. When using pattern drills, the teacher must remember that it is an aid to the teacher, not a replacement for the teacher. Any pattern drill, no matter how well constructed, will not suit all the students at all times. A special effort must be made to avoid boredom and yet provide sufficient opportunity for practice. Educators

appear to disagree on the length of pattern drills but the difficulty can be resolved if the cyclic drill technique is employed. This technique is explained with the following pattern:

Marie achète beaucoup de	<u>fruits</u>
	<u>pêches</u>
	<u>pommes</u>
	<u>lait</u>
	<u>pain</u>

The teacher pronounces the first sentence, which the whole class repeats until a satisfactory pronunciation has been mastered. Then the teacher cues the word pêches and one pupil replies with the whole pattern. When the teacher pronounces pommes, another student responds with the complete sentence. Theoretically, cyclic drill requires that such practice continues until all of the pupils in the class have had an opportunity to pronounce every one of the five sentences which are possible by substituting the items listed above. This may not be feasible as too much time may be spent with many pupils doing relatively little active work. In the classroom when no language laboratory is available, the repetition of patterns can usefully be done individually, on a class basis and also on a row by row basis. A teacher can easily detect pronunciation and grammar errors by alertly walking along the rows

and listening to the pupils as they pronounce French.

7. Another feature of the pattern drills is that they can be recorded on tape and become available to students outside of class hours. As such they serve as a remedial aid for pupils who are experiencing difficulty in mastering the fundamentals of French pronunciation.

The writer suggests that teachers who use the pattern drills which follow, do so without allowing the students the use of a book during the first ten lessons. This is in line with a principle stated by Fernand Marty that the acquisition of audio forms must precede the acquisition of the written forms.¹⁰ Malécot even contends that the very sight of the letters of the Roman alphabet triggers off the students' strongly conditioned American pronunciation reflex.¹¹ Marty is also of the opinion that¹² the use of phonemic representation is not recommended. This is a somewhat earth shaking statement for students and teachers to hear if they have been led to believe that an international phonetic alphabet is the answer to the majority of pronunciation difficulties. Rather, repetition of a pattern is recommended until the pronunciation is acceptable. The learner hears a good model which he learns to imitate. This is then followed by a stimulus to which the student responds. It is not enough to hear a pattern and to repeat it. A student must eventually be able to

respond to a pattern if actual communication is to take place. Such is the purpose of the pattern drills which follow.

The writer recommends that the teacher begin to teach with the printed word only after the first ten lessons have been mastered orally. This means reviewing the text book rapidly with the written language. The use of oral reading and dictations is suggested rather than doing a large amount of translations.

3. THE ORGANIZATION OF PATTERN DRILLS

The writer has prepared the following pattern drills in such a way to permit teaching through spaced practice. The drills of Lessons 1, 6, 11 and 16 are more numerous and more detailed because it is felt that these can serve as models for the other lessons as well as to permit some systematic review of material previously learned. The remaining lessons have been prepared with fewer drills and with less item substitutions, not because it is felt that these are less important. Rather, the writer in this manner avoided much work which would have been purely repetitious and it enables the person using the drills to prepare other drills based on the requirements and weaknesses of his pupils. The pattern drills which follow are only intended as a sampling and not an exhaustive source of drills.

The writer has kept in mind that the primary purpose of these exercises is to expand the student's competence and fluency in understanding and speaking French. These exercises consist of oral pattern practice. Each exercise attempts to drill one or two points of grammar. The student, imitating the teacher at first, uses short, natural speech groups. Later he is given ample opportunity to repeat the pattern in different phrases, so that its use becomes automatic and habitual. The four chapters developed in more detail provide exercises which can be used as samples for other lessons, and they also provide exercises that automatically recapitulate the important grammatical points previously studied.

AUDIO - L I N G U A L E X E R C I S E S

PREMIÈRE LECON

1. Bonjour, mes élèves
 Monsieur
 Pierre
 Robert
 Jacques
 Jeanne
 Marie
 Hélène

The teacher enters the classroom and says, "Bonjour". The pupils repeat the greeting in unison. This structure is repeated several times by the teacher and the pupils.

The greeting is then expanded to, "Bonjour, mes élèves" and the pupils learn to respond with, "Bonjour, monsieur".

When the pupils' response has become quite spontaneous, the teacher pronounces each name listed above. The pupils repeat each name after the teacher. Later, the teacher assigns these names to pupils in the class. He may do this by pointing to a student and saying, "Vous vous appelez Pierre." The rest of the students simply repeat, Pierre. The pupil himself then repeats, Pierre. In order to prevent embarrassment it is advisable to begin

the practice of a word or a structure with choral practice by the whole class. After, various sections of the class repeat, then single rows and finally individual students pronounce the structure.

A dramatization follows to allow for a life-like situation. The teacher enters the classroom again and says, "Bonjour, Pierre". The pupil designated as Pierre replies, "Bonjour, monsieur". The other pupils are greeted and finally the pupils themselves are called upon to enter the classroom and exchange greetings.

In this lesson, only the names appearing in the first lesson of Le Français Vivant are used. Once the pupils have learned to pronounce these names accurately, the teacher will use the pupils' own names in order to give a greater sense of reality to the situation.

If the class is greeted daily, the pupils soon learn to respond with the appropriate structure. As idiomatic expressions are learned, the teacher has a fine opportunity to elicit habitual responses from his pupils. Such questions as, Comment allez-vous, aujourd'hui?, Quel temps fait-il?, require brief but widely used responses. Through frequent repetition, the pupils will acquire the ability to respond to patterns which are often used.

2. Comment vous appelez-vous?

Et vous?

Je m'appelle

Pierre

Robert

Jacques

Jeanne

Marie

Hélène

The teacher asks the question and he also pronounces the answer, Je m'appelle Pierre. The whole class then repeats the same structure. This is repeated several times by the entire class, after the teacher has asked the question. Then it is repeated by sections of the class, by individual rows and again by individual pupils. Later, the teacher asks the question and also pronounces a name such as Marie for a cue. The class then responds with, Je m'appelle Marie. It is important that all the names used in the first exercise be used in this exercise. After much repetition of this pattern a dramatization can give it more meaning.

In subsequent lessons the same procedures will be used in introducing new patterns. The whole class repeats the new pattern several times. This is followed by repetition by sections of the class and later by rows. Finally one pupil responds with the pattern.

3. The teacher says to the class:

Dites-moi "bonjour"

-lui

et demandez-moi comment je m' appelle?

-lui il s'

elle s'

This exercise requires the pupils to transform the structures which are heard to fit the situation. It should not be used at first with weak students or students who are easily discouraged. In order to establish meaning and to evoke the correct response, the teacher uses suitable gestures and intonation of voice.

4. Pierre est en retard.

Robert

Jacques

Jeanne

Marie est

Hélène en retard

en avance

Pierre et Robert

Jacques et Jeanne sont

Marie et Hélène

The student repeats the basic sentence pattern after

the teacher. After repeating this pattern several times, the teacher pronounces a cue word, for example, Robert, and the student completes the pattern with the new word, Robert est en retard. Later, en avance is substituted for en retard. The pattern is also repeated with the compound subjects.

5. The same pattern is now drilled by substituting common nouns for the proper nouns:

Un garçon

Un camarade

Un élève

Un enfant en retard

Un professeur est

Une jeune fille en avance

Une camarade

Une élève

Une enfant

In order to provide for auditory perception, as well as to avoid monotonous repetition, once a student has responded to a cue word, such as, un garçon, the teacher asks the question: Qui est en retard? Another student responds: Un garçon est en retard.

These nouns are also used in the plural; for example,
Des garçons sont en retard.

6. The basic sentence pattern studied is now expanded to include n'est-ce pas. The corresponding affirmative answer is also learned.

Pierre

Robert en retard

Jacques est n'est-ce pas?

Jeanne en avance

Marie

Hélène

Oui, Pierre

Robert en retard

Jacques est

Jeanne en avance

Marie

Hélène

The teacher asks the first question and he also gives the answer to this question. The student pronounces the answer only. Once the student has learned to respond with the correct pattern, the teacher continues with the other questions and the student responds with the appropriate answers.

7. The patterns found in Exercise 6 are now repeated, substituting the common nouns listed in Exercise

5 of the pattern drills for the proper nouns used in Exercise 6.

8. The same patterns are used in the exercise which follows, but the pupils replace the noun found in the question by the appropriate pronoun in the answer.

Pierre

Robert en retard

Jacques est n'est-ce pas?

Jeanne en avance

Marie

Hélène

Oui, il

en retard

est

elle en avance

9. The common nouns found in Exercise 5 of the pattern drills of this lesson are also used in this interrogative pattern. These nouns are replaced by the appropriate pronouns in the answers.

10. The same pattern is again used in an expansion exercise, to include the use of the adverb.

Pierre			
Robert		toujours	en retard
Jacques	est		
Jeanne		aussi	en avance
Marie			
Hélène			

The same procedure is used as in Exercise 4.

11. This expanded pattern can be reinforced through question-answers drills as indicated in Exercise 6. The common nouns listed in Exercise 5 can also be used as cue words by the teacher.

12. A new pattern is introduced in the following drill.

Marie		
Pierre		devant une école.
Jeanne	est	
Jacques		
Robert		avec un professeur.
Hélène		

The same procedure is used as in Exercise 4. Exercises which call for the substitution of nouns and expansion of the pattern can also be developed.



13. It is now necessary to review all the patterns which have been learned. The other forms of the verb "être" will be introduced in this review. Again, linguistic research stresses that each form of the verb must be repeated frequently in order to enable each student to respond quickly and automatically with the correct verb form. The structure, Je suis en retard is pronounced by the teacher and repeated by the pupils. After frequent repetition, the teacher says, "en retard" and points to a student who answers, "Je suis en retard".

To allow for variety and thus maintain interest, the teacher expands the pattern by introducing vous with an interrogative structure. The teacher asks, "Vous êtes en retard, n'est-ce pas?". The student learns to respond with, Oui, je suis en retard. Repetition must be frequent and lively.

When the pupils have learned to respond with je suis, then the teacher continues with each one of the other verb forms. With some ingenuity, every teacher can vary these structures sufficiently to keep pupils interested in learning the verb forms.

14. Analogy drill.

Marie est		Et vous?
Je suis		Et Jeanne?
Elle est	en retard	Et Jacques?
Il est		Et nous?
Nous sommes		Et les garçons?
Ils sont	en avance	Et moi?
Vous êtes		
Tu es		Et les jeunes filles?
Elles sont		

Once the pupils have learned to respond with each one of the forms of the verb "être" the use of the analogy drill will enable these pupils to review all these forms quickly. The teacher pronounces the sentence, Je suis en retard. Then he asks: "Et vous?" The class or a student replies: Nous sommes (Je suis) en retard. The teacher then asks: "Et Jeanne?" Another pupil responds. Cyclic drill is maintained at a brisk clip until all the pupils respond automatically with the correct verb form and the complete structure.

15. The preceding exercise can also be practiced with the sentence pattern introduced in Exercise 12.

REVIEW DRILLS

Voilà un professeur
 un camarade
 un élève
 un enfant
 un garçon
 un monsieur
 une camarade
 une école
 une élève
 une enfant
 une jeune fille

The teacher points to pictures which represent the nouns to the left. The student learns to respond by saying: Voilà un professeur, etc.

Later the teacher repeats the nouns by asking Est-ce before each noun. Now the student responds by the pattern, Oui, c'est un, etc.

The class now builds sentences based on the patterns learned in this lesson. The teacher cues: le professeur and en retard. A student responds: Le professeur est en retard. Another student is asked to expand this pattern with toujours. The student replies: Le professeur est toujours en retard, n'est-ce pas?

The affirmative reply to this question is now given by another student: Oui, le professeur est en retard. Similarly, the teacher presents vocabulary items to the students who are required to respond actively with patterns previously learned. As the pupils are learning to pronounce these patterns in French, they are made aware of the actual French sounds through listening and repeating these patterns at a normal conversational rate of speed. Those pupils who are experiencing real difficulty in pronouncing some sounds may be helped by the description of French sounds as they are described on pages 289 - 280 of the text.

1. Bonjour, mes élèves
 Mlle. Lambert Comment allez-vous?
 M. Martin
 Richard
 Suzanne Ca va?
 Georges

The teacher greets the students and asks: Comment allez-vous? Individually they answer: Je vais bien. Et vous? The teacher replies: Je vais bien aussi. The familiar form Ca va is also used with friends.

2. Je vais bien, merci. Et vous?

3. Pas très bien.

4. Replace the indefinite articles in the sentences below by the correct form of the definite article.

Je regarde	un	crayon	sur	la	table
	un	cahier			
	un	stylo		la	chaise
	un	livre			
	une	règle		le	bureau
	une	brosse			
	une	gomme		le	banc
	une	fille			
	un	enfant			
	un	élève			

The teacher pronounces each sentence and the student replies by replacing the indefinite article with the definite article. The exercise is repeated until all the pupils in the class have had an opportunity to say each sentence once. The exercise is also repeated in the plural.

The same pattern is now developed with the other prepositions which have been learned in previous linguistic structures. Appropriate structures are composed using such prepositional phrases as: dans la cour; derrière la porte; devant la fenêtre.

5. The same pattern is now drilled by having the pupils build sentences from cue words which the teacher pronounces, e.g: The teacher says: le professeur, la classe, devant. A student responds: Le professeur est devant la classe. Now the teacher asks: Où est le professeur? Another student replies using a pronoun subject to replace the noun subject in the question: Il est devant la classe. Similar sentences are built with words already studied.

6. This pattern is now expanded to include adverbs:

La chaise est	devant la porte.
aussi	dans la classe.
toujours.	derrière la porte.
	sur le plancher.

7. Possession.

Voilà	un crayon	C'est le crayon de	Georges
	un livre		
	un stylo		
	un cahier		Marie
	une règle		
	une gomme		
	une chaise		M. Martin
	une table		

The teacher says: Voilà un crayon. The pupil is taught to repeat: C'est le crayon de Georges. After repeating this until the pupil responds correctly, the teacher substitutes other nouns and the pupil answers accordingly.

8. Give the correct form of the verb "être" when used with the following subjects. Add derrière la table to complete the sentence.

<u>Marie</u>	est	derrière la table
<u>Vous</u>	êtes	

Several subjects are presented to the class, making certain that all forms of the verb are included. Other prepositional phrases are included to provide the necessary drill in comprehension and oral fluency.

9. The use of the interrogative.

Êtes-vous	un garçon?
	un élève?
Es-tu	en retard?
	toujours en retard?
	dans la salle de classe?

Oui, je suis	un garçon
	un élève
	en retard
	toujours en retard
	dans la salle de classe

Similar patterns are then constructed to make use of the other persons and correct verb forms.

10. Now the pupils are asked to change indicative sentence patterns into interrogative forms:

Il est professeur.
 Il est en retard.
 Il est toujours en retard.
 Il est dans la salle de classe.

Again, the other persons are used and the pupils respond with the appropriate verb forms. Several variations of the above patterns are presented so that the pupils

automatically formulate questions with the patterns presented.

It is important to note that repetition is necessary if pupils are to respond with correct responses. In many instances the patterns given are intended as samples only. Each teacher should feel free to construct similar patterns until a sufficient number have been developed to ensure the remembering of these structures. Through cyclic drill, it is possible to have each pupil in the class repeat the patterns a sufficient number of times to result in proper memorization.

TROISIÈME LEÇON

1. Quel jour est-ce aujourd'hui, Paul?
Marie?

2. C'est aujourd'hui lundi
mardi
mercredi, etc.

Each day the teacher greets the student and then asks this question. The student soon responds automatically.

3. The recognition of Qu'est que c'est and the appropriate response.

Qu'est-ce que c'est	Michel?	C'est	une photo
			une commode
			une fenêtre
	Jeanne?		un lit
			un mur

The teacher points to the actual objects or to pictures depicting these objects and asks the question. The pupil whose name is called gives the response.

Once this response has been established as a pattern by means of cyclic drill, the teacher then reviews nouns learned in previous lessons. These nouns are reviewed in groups of four or five and are always repeated in cyclic drill.

4. Teaching the pattern Il y a through item substitution.

Il y a	un lit	dans la chambre.
	une table	
	une commode	
	deux chaises	
	des photos	

5. Transforming Il y a into a question and the appropriate response through item substitution.

Y a-t-il	un lit	dans la chambre?
	une table	
	deux chaises	
	des photos	

Oui, il y a	un lit	dans la chambre
	une table	
	deux chaises	
	des photos	

6. The pattern Il y a is now expanded to include the use of the adverb.

Y a-t-il	aussi	un lit	dans la chambre?
	toujours	une table	
		deux chaises	
		des photos	

Oui, il y a aussi un lit dans la chambre
 toujours une table
 deux chaises
 des photos

7. The pattern for possession.

Voici	le livre	de	Georges
	le stylo		Marie
	la chambre	du	garçon
	la règle		professeur
	les crayons	de la	jeune fille
	les cahiers		mère
		de l'	élève
			enfant
		des	garçons
			élèves

8. The reinforcement of the pattern for possession.

A qui est le livre?
 le stylo?
 la photo?
 la chaise?

C'est le livre	de	Pierre
		Marie
	du	garçon

	professeur
de la	jeune fille
	sœur
de l'	élève
	enfant
des	garçons
	enfants

The teacher first of all pronounces one possessor, e.g. Pierre, or l'enfant, or les garçons, etc. Then the teacher asks: A qui est le livre? A student answers: C'est le livre de Pierre. After five or six nouns have been used, a new possessor is pronounced and this drill continues.

9. The replacement of nouns previously mentioned by il or elle.

Où est	le professeur?	Il	est	dans la cour
	le garçon?			
	la jeune fille?	Elle		derrière la maison
	Mlle. Lambert?			
	M. Martin?	Il		devant la classe
	l'élève?			

The teacher cues a prepositional phrase, e.g. dans la cour and proceeds to ask a question. The pupil answers substituting the appropriate pronoun for the noun mentioned by the teacher.

10. Teaching the numbers 1 - 10.

The teacher writes the numerals 1 - 10 on the blackboard. First, the teacher pronounces the numbers in series, requiring all the pupils to pronounce each number after the teacher. Later, the teacher simply points to numbers on the board and the entire class responds. This drill proceeds with greater speed as the pupils are asked to count rapidly from 1 - 10; forward, backward, even numbers (nombres pairs), odd numbers (nombres impairs). As a final practice the numbers are erased. The teacher pronounces a number and the pupils respond by pronouncing the number which follows or precedes the one pronounced by the teacher.

QUATRIÈME LEÇON

Agreement of the Adjective

Gender agreement is used with the adjectives which are found in this lesson; however, a distinction in sounds is heard only with petite, blanche, grise, verte, grande and brune. It is important to emphasize the distinct pronunciation of the final consonant sounds in order to establish well the foundation for this important principle. Particular attention should be given to grande and brune. The principle to emphasize with these two words is that when the final consonant heard in the feminine form is a nasal, then the final "n" of the masculine form is not pronounced and the vowel preceding it, is nasalized. In an audio-lingual approach, the teacher realizes this principle without teaching it formally to the pupils.

In order to give the pupils an opportunity to practice hearing the distinction that must be made with many French adjectives, the teacher pronounces each adjective in the feminine form and the pupils respond with the masculine forms. It is easier at the beginning for the students to respond with a masculine adjective because in the majority of cases, those adjectives which make a feminine/masculine distinction do so by dropping the consonant or consonant group sound heard in the feminine. Practice with feminine forms should precede the introduction of the masculine forms.

1. The teacher pronounces the following adjectives and the pupils are told that no distinction can be heard between the masculine and feminine forms. The pupils therefore repeat exactly what the teacher says:

jolie	noire
quelle	rose
bleue	rouge
jaune	

2. The teacher now pronounces a feminine noun with each of these adjectives and the pupils respond with the same adjective and a masculine noun, e.g.

une jolie robe	un joli tapis
quelle femme?	quel homme?
une blouse bleue	un soulier bleu
une jupe jaune	un mur jaune
une chaise noire	un crayon noir

It is possible to repeat these adjectives with many other nouns which the pupils have now learned. By pointing to actual objects or pictures, greater meaning is established. In this exercise, the pupils are learning to respond with agreement but they are also responding with patterns which contain the correct position of adjectives in French structures.

3. The teacher pronounces the following adjectives and the pupils are told that the masculine distinction is made by dropping the final consonant sound heard in the feminine forms:

ptit	-	pti
griz	-	gri
vɛrt	-	vɛr
blãʃ	-	blã

Through frequent repetition the pupils learn the correct pronunciation of these forms.

4. Another exercise is devised as in Exercise 2 in which the teacher uses each of these adjectives with previously learned feminine nouns. The pupils respond with masculine nouns.

5. The teacher pronounces grande and brune and the pupils respond with grand and brun, after being told the principle enunciated in the first paragraph of this lesson. The same type of practice exercises are used as were used with the two previous groups of adjectives in order to give the pupils ample opportunity to practice the principle learned now.

6. A review of all the adjectives used in this lesson is now made. An exercise is made in which all these adjectives are shuffled from one group to another.

7. The class should now be ready to proceed and to review the basic principles practiced in this lesson by using actual constructions.

La blouse est blanche

La robe

La jupe

La chemise

Et le plafond? Il est blanc aussi

le chat?

le mur?

le lit?

le crayon?

The same pattern is used with the other adjectives which have been studied in French.

8. De quelle couleur est le soulier?
le plancher?
le plafond?
la robe?
la blouse?

After having asked the question the teacher points to a particular color on a large color chart displayed on the wall and the pupils respond with a complete sentence.

Many more nouns are to be used than what is given in the sample patterns.

9. Comment est la chambre?
 le lit?
 la cour?
 le garçon?
 la jeune fille?

The adjectives: grand, petit, and joli are used as cues.

10. Position of the Adjective.

The teacher places a large color chart in front of the class. Above this chart is written: Follow the Noun. In another location are three illustrations depicting grand, joli and petit, e.g. a pretty girl to illustrate joli, etc. Over this is written: Precede the Noun.

Now holding the picture of a cat, the teacher says: Voici un chat. Then the teacher points to the color white and a pupil responds: Oui, c'est un chat blanc.

The teacher continues: De quelle couleur est le chat? Another student replies: Il est blanc.

In like manner the other colors are introduced and

also the other adjectives. The question with adjectives other than color is: Comment est le chat? The answer: Il est petit.

11. The Interrogative with Noun Subjects.

Michel est grand
petit
en retard
près du lit
toujours en retard
au milieu de la chambre

Est-ce que Michel est grand?

The student responds in the interrogative pattern after the teacher has pronounced the sentence in the affirmative form. Voice inflection is important in formulating questions. For the present, only this form of the interrogative is drilled intensely, although the teacher may indicate to the pupils the other forms of the interrogative. Intensive drilling with these other forms is not recommended at this time.

CINQUIÈME LEÇON

1. C'est aujourd'hui l'anniversaire de Michel
 du garçon
 de la jeune fille
 de l'enfant
 des garçons
 des hommes

2. Quel âge avez-vous? J'ai dix-sept ans
 a-t-il? Il a
 a Michel? Michel a

3. Marie a un cadeau pour Michel
 une boîte
 une surprise
 des paquets
 une chemise
 une cravate
 une paire de chaussettes

4. The same pattern is used with the other forms of the verb avoir, for example:

- (a) Nous avons un cadeau, pour Michel
 une boîte, etc.

- (b) Les enfants ont un cadeau
 une boîte

It is necessary to practice thoroughly all the forms of the present tense of "avoir" before proceeding to the next exercise which requires knowledge and the use of this verb.

5. More practice with "avoir" through response drill.

Est-ce que j'ai	une boîte?
Michel a-t-il	
Avons-nous	un cadeau?
Ont-ils	
Avez-vous	des chaussettes?
As-tu	
Les jeunes filles ont-elles	une surprise?
A-t-elle	

Oui vous avez	une boîte
il a	
nous avons	
ils ont	
j'ai	
j'ai	
elles ont	
elle a	

Method: The teacher asks the question and the student

responds affirmatively according to the pattern which he has learned earlier. It is recommended that a review of several nouns be made in these eight sentences.

6. More difficult practice with avoir through analogy drill.

Marie	a	un chien	Et vous?
J'	ai		Et Jeanne?
Elle	a	un cadeau	Et Jacques?
Il	a		Et nous?
Nous	avons	une boîte	Et les garçons?
Ils	ont		Et moi?
Vous	avez		
Tu	as		Et les jeunes filles?
Elles	ont	une surprise	

7. The use of numbers.

In addition to the method described in Troisième Leçon for teaching the numbers from 1 to 10, the following exercise is added:

cinq et six	onze
six et six	douze
six et sept	treize
sept et huit	font quinze

huit et huit

seize

neuf et dix

dix-neuf

The teacher writes the numbers on the board and the student reads the combination facts up to twenty.

SEIZIÈME LEÇON

1. Il y a une salle à manger au rez-de-chaussée
une salle de bain
une chambre à coucher au premier (étage)
une cuisine
un salon au deuxième (étage)

A large wall chart depicting the various rooms in a house is used with this exercise. The teacher pronounces the first sentence and points to the picture of a dining room. The students repeat the sentence after having heard the teacher.

When all the rooms have been learned in this manner, the teacher points to a particular room, such as the kitchen, and pronounces a cue phrase such as, au rez-de-chaussée. The class then responds with the complete structure, Il y a une cuisine au rez-de-chaussée. The exercise continues in cyclic drill.

2. The pattern in Exercise 1 is transformed into an interrogative pattern: Y a-t-il une cuisine au rez-de-chaussée? The student responds affirmatively: Oui, il y a une cuisine au rez-de-chaussée.

3. An Expansion Exercise to Include the Use of the Adverb.

Il y a	trois pièces	au	rez-de-chaussée
aussi			premier
	un homme		jardin
déjà	une femme		
	une jeune fille	à la	maison
	un garçon		
	des élèves	à l'	école
toujours	des professeurs		
	des chiens	à la	campagne
	des chats		
	des fenêtres	au	deuxième
			premier

Pictures are used to give a more meaningful context to the class.

4. The use of the negative through item substitution.

(a)	Ne donnez pas	le livre	à Marie
		la revue	
		le cadeau	
		le paquet	
		la boîte	

The teacher picks up a book and says: Ne donnez pas

le livre à Marie. The class repeats this sentence until it is known. Then the teacher picks up a magazine and the class responds with the same pattern. The word la revue is substituted for le livre.

In the following four groups of sentences much the same procedure is used. In some cases, such as la fenêtre, the teacher points these out.

- | | | |
|-----------------------|-------------------|-------------|
| (b) Ne regardez pas | les revues | |
| | la maison | |
| | le plafond | |
| | le plancher | |
| | la photo | |
| (c) Ne fermez pas | la fenêtre | maintenant |
| | la porte | |
| | le garage | |
| | la revue | |
| | la boîte | |
| (d) N'entrez pas dans | le jardin | aujourd'hui |
| | le salon | |
| | la cuisine | |
| | la salle de bain | |
| | la salle à manger | |

- (e) Ne descendez pas de l'automobile
 la chambre
 la chaise
 la cuisine
 la salle de bain

5. Give the following sentence patterns in the negative.

- (a) Le jardin
 Le salon grand
 Le lit est
 Le plancher petit
 Le garage

The actual objects or pictures depicting these objects are used. The teacher points to a picture of a garden and says: Le jardin est grand. The class responds by replying negatively: Le jardin n'est pas grand. The teacher may then point to a picture of a living room and one half of the class says: Le salon est grand. The other half replies: Le salon n'est pas grand. Individual students will also reply.

- (b) La cuisine
 La chambre à coucher grande
 La salle de bain est
 L'automobile petite
 La pièce

(c)	Le garçon	gâté
	L'homme	bien
	Le frère	est pressé
	L' élève	
	L' enfant	aimable

(d)	La jeune fille		gâtée
	La femme	bien	
	La soeur	est	pressée
	L'amie	aussi	
	La famille		aimable

(e) La famille est à la campagne
Le professeur
L'ami au rez-de-chaussée
M. Duval
L'homme à la maison

6. Reply to the following questions negatively.

(a) Avez-vous la revue McLean?
le crayon rouge?
le stylo noir?
le cahier brun?
le paquet vert?

Non, je n'ai pas la revue McLean

le crayon rouge

le stylo noir

le cahier brun

le paquet vert

The teacher asks: Avez-vous la revue McLean? A group of pupils or an individual student replies: Non, je n'ai pas la revue McLean. Then the teacher cues: le crayon rouge. One student asks the question and another student replies negatively. The other persons and forms of "avoir" are then reviewed.

(b) A-t-il	la revue?
A-t-elle	
As-tu	le crayon?
Avons-nous	
Ont-ils	le paquet?
Ont-elles	
Est-ce que j'ai	la surprise?
Non, il n'a pas	la revue
elle n'a pas	
je n'ai pas	
nous n'avons pas	
ils n'ont pas	
elles n'ont pas	
vous n'avez pas	

The teacher asks the student to respond to the above questions. Cyclic drill is again used in order to have all the pupils respond to this pattern.

7. Now the pupils learn to respond to the same pattern when an indefinite article is used with the question.

(a) Avez-vous	une revue?
	un crayon?
	un stylo?
	un cahier?
	un paquet?

Non, je n'ai pas de	revue
	crayon
	stylo
	cahier
	paquet

Exercise 6b is used now and the definite articles are replaced by indefinite articles.

8. The correct use of: à, au, à la, à l' and aux.

(a) Donnez le livre	à	Marie
		Jacques
la revue	à l'	enfant
		élève

la boîte	à la	jeune fille
		femme
le cahier	au	garçon
		professeur
les cadeaux	aux	garçons
		femmes
les chaussettes		enfants
		élèves

s'il vous plaît

Once the pupils have become familiar with the required changes, this pattern is acted out. The teacher says to a student, Donnez le livre à Marie. The student gets a book, gives it to Mary and he says, Je donne le livre à Marie. The class may follow this by saying, Il (Elle) donne le livre à Marie.

(b) The teacher repeats each sentence pattern once and the pupils repeat each sentence but in the negative pattern.

(c) Les enfants sont au milieu

Le garçon est

L'ami est

de la	cuisine
	rue
du	salon
	plancher
de l'	école
du	jardin
des	livres

By reviewing de definite article at this time, the pupil will make a comparison with a definite article and see the similarities.

9. The correct use of the verb "être".

(a) Vous	êtes	bien	aimable	(s)
Les élèves	sont			s
Elle	est	toujours	pressé	e
Nous	sommes			s
Ils	sont	aussi	gâté	s
Tu	es			
La femme	est	très		e
Elles	sont		gâté	es
Je	suis			
Il	est			
Vous	êtes			
Michel	est			

After the teacher and the pupils have pronounced the

first sentence, the teacher pronounces the cue words only and each pupil answers by giving the complete pattern.

(b) N'êtes-vous pas à la campagne?
 Les enfants, ne sont-ils
 N'est elle au jardin?
 Ne sommes-nous
 Ne sont-ils au rez-de-chaussée?
 N'es-tu
 La femme, n'est-elle dans la cuisine?
 Ne sont-elles
 Ne suis-je
 N'est-il
 Jacques n'est il

Cui, je suis à la campagne
 ils sont
 elle est
 nous sommes
 ils sont
 je suis
 elle est
 elles sont
 vous êtes
 il est
 il est

The teacher asks the question and individual pupils answer with the correct pronoun and verb form.

(c) This exercise is repeated by having the teacher answer the questions as they are found on page 84 and the pupils respond by formulating questions as they are also found on that page.

10. (a)	La robe	est	verte
	La table		blanche
	La chaise		rouge
	L'auto		brune
	La jupe		grise
	Et le tapis?	Il est aussi	vert
	le plafond?		blanc
	le soulier?		rouge
	le plancher?		brun
	le mur?		gris

The teacher pronounces the first sentence which the students repeat. Then the teacher asks the question to which the pupils reply with the correct answer. The principles previously enunciated in Quatrième Leçon about masculine/feminine agreement are reviewed now.

It is important that the nouns indicated above be used with every adjective. In this way the pupils are

getting sufficient use to ensure proper retention.

(b) The pupils now supply a noun which is an antonym to the noun subject.

Le garçon	est	gâté
L'homme		grand
L'élève		petit
Le frère		pressé
L'ami		

The teacher pronounces the first sentence and a student replies by substituting La jeune fille and completing the pattern. This assignment continues in cyclic drill. More nouns can be added.

(c) This exercise is now continued with an interrogative form: Le garçon est-il gâté? Each student responds with an antonym and the interrogative pattern.

(d) The same exercise is used with a negative pattern.

REVIEW DRILLS

1. Est-ce un ami?
un étage?
un garage?
un jardin?
un rez-de-chaussée?
un salon?
une amie?
une auto?
la campagne?
une chambre à coucher?
une cuisine?
une dame?
une famille?
une pièce?
une revue?
une rue?
une salle à manger?
une salle de bain?

The teacher points to objects or pictures which do not represent the nouns listed above. The pupils respond: Non, ce n'est pas un ami, etc.

Then the student finds an appropriate object or picture and says: mais voici un ami, etc.

The nouns learned in previous lessons may also be reviewed at this time.

2. The class is once more asked to build sentences based on the patterns studied so far. The teacher cues: M. Duval la campagne. A student is asked to reply in the shortest sentence possible. He answers: M. Duval est à la campagne. The teacher now asks; Où est M. Duval? A student replies: M. Duval est à la campagne. Another student is asked to change this to a negative statement. This student answers: M. Duval n'est pas à la campagne. Again, other vocabulary items are presented to the pupils and they are required to answer in complete sentences.

SEPTIÈME LEÇON

1. Practice drills with -er verbs.

Il donne	un biscuit	au chien
	un morceau de gâteau	
	une revue	au garçon
	un paquet	
	une boîte	

It is suggested that the teacher have the pupils review every personal pronoun with the correct ending of this verb. In addition to the sentence patterns given above, the teacher should develop with the class other meaningful patterns based on the verbs listed for this lesson. Once the pupils respond well to the various verb forms, the more complex exercises below are to be attempted.

2. Practice of -er verbs through response drill.

Le mari	écoute-t-il	la radio?
Est-ce qui j'	écoute	
	Ecoute-t-elle	la femme
	Écoutons-nous	
Les enfants	écoutent-ils	la mère
		le père

Qui il écoute

la radio

vous écoutez

elle écoute

nous écoutons

ils écoutent

This exercise is now done by substituting the verb
"regarder" for "écouter".

3. Analogy drill with -er verbs.

Catherine donne un morceau de gâteau au chien

Je

Elle

Il

Nous donnons un biscuit

Elles donnent

Vous donnez

Ils donnent au chat

un peu de viande

Et vous?

Et Mme. Duval?

Et M. Duval?

Et nous?

Et les jeunes filles?

Et moi?

Et les garçons?

4. More practice with -er verbs.

Le professeur	parle	aux	élèves
Nous	parlons		
Tu	parles	à l'	enfant
Les enfants	parlent		
Elle	parle	aux	hommes
Vous	parlez		
Marie	parle	à la	femme
Il	parle		
Les jeunes filles	parlent	au	garçon
Je	parle		

5. The teacher now repeats the affirmative sentences which have been practiced in this lesson. After each sentence, the teacher pauses and the student repeats the sentence interrogatively.

6. A series of patterns should now be constructed by the teacher and the class, using a different verb for each structure. Then one group of pupils repeats these sentences and another group responds with interrogative patterns.

HUITIÈME LEÇON

1. Repeat the following sentence patterns in the negative.

- (a) Le chauffeur entre dans la voiture
 Il
 Vous entrez le taxi
 Les enfants entrent
 Nous entrons la maison
 Tu entres
 J' entre l' école
 la grand rue

The teacher pronounces the first sentence and a student transforms it into a negative sentence. After a complete sentence has been pronounced once by the teacher, he then pronounces only the subject. A student completes the sentence affirmatively. Another student responds negatively.

- (b) Le chauffeur marche lentement
 Le chauffeur rentre dans la maison
 Le chauffeur admire la voiture
 Le chauffeur demande un biftek
 Le chauffeur arrive enfin à la maison
 après le travail

These five sentence patterns are used in cyclic drill. Repetition is ensured if the teacher uses the same pronoun subjects for each sentence as in Exercise (a).

(c) The patterns developed in Exercise (a) and (b) are practiced in the negative-interrogative forms.

2. Response drills:

(a)	Qui parle	au	professeur?	<u>L'élève</u>
		à la	jeune fille?	<u>Le garçon</u>
		aux	élèves?	<u>Le professeur</u>
		à l'	enfant?	<u>La mère</u>

The teacher asks one question and then points to a student or to a picture which is used as a cue. For instance, if the teacher points to the picture of a boy, the students answer the question by using garçon as the subject. Other cue words are written to the right of the questions in Exercise (a).

(b)	Qui	regardez-vous?
		regarde-t-il?
		regardons-nous?
		regardes-tu?

Je regarde	<u>la jeune fille</u>
Il regarde	<u>le professeur</u>

Nous regardons le chauffeur

Je regarde l'imbécile

(c) Que désirez-vous? un morceau de gâteau

désire-t-il? un biscuit

désirons-nous? une grande maison

désires-tu? un petit jardin

(d) Qu'est-ce que vous écoutez? la radio

qu' il écoute? le professeur

nous écoutons? la mère

tu écoutes? le père

3. Directed dialogue.

Dites-moi: "Quel jour c'est aujourd'hui?" C'est
aujourd'hui lundi.

Demandez-moi comment je vais? Comment allez-vous?

Demandez-moi à qui parle Marie? A qui Marie
parle-t-elle?

Dites-moi que vous marchez lentement. Je marche
lentement.

Demandez à Pierre où il retourne? Pierre, où
retournez-vous?

Demandez à Marie comment elle s'appelle? Marie,
comment vous appelez-vous?

Dites-moi que vous tournez à droite. Je tourne
à droite.

4. Expanded exercise.

Le chauffeur	arrive	maintenant
		là-bas
Le garçon		lentement
l'homme		enfin
		aujourd'hui
La femme		ici
		vite
		aussi

The teacher pronounces the first sentence which the student repeats. The teacher then pronounces an adverb only. The student responds with the complete sentence pattern.

NEUVIÈME LECON

1. Replace the definite article by leur.

La mère	aime	aller	à la maison
La tante			à la campagne
Le père			à l' église
Le professeur			au jardin
L'oncle			au cinéma
L'enfant			

2. Repeat the sentences of Exercise 1 by making the subject of each sentence plural. It is noted that leurs has two pronunciations: (loer père) and (loer zafa).

3. Replace the definite article by votre.

La fille	fait	des devoirs
Le fils		
Le frère	prépare	une leçon d'anglais
La soeur		
L'élève	porte	des livres
L'enfant		

4. Repeat the sentences of Exercise 3 by making the subject of each sentence plural.

5. Replace the definite article by mon or ma.

Le fils travaille bien

Le professeur fait souvent des problèmes

La fille parle le français

La soeur

L' élève

L' ami

6. The sentences of Exercise 5 are repeated by pluralizing the subject of each sentence. The other possessive adjectives should also be used with these structures.

7. Extra practice with points of interference.

(a) le garçon	-	chemise
		tête
		jambe
		main
		bouche

(b) la fille	-	nez
		doigt
		pied
		chapeau
		bas

The teacher pronounces le garçon and he points to a

variety of feminine nouns. The students respond by pronouncing the noun and the correct possessive adjective. For instance, when the teacher points to a shirt the pupil says, sa chemise. The same procedure is used with la fille but this time masculine nouns are used. This exercise is to be repeated several times with a variety of masculine and feminine persons such as, le professeur, la femme, le frère, la soeur, etc.

8. Analogy drill.

Marie	prépare	sa	leçon d'anglais
Je		ma	
Elle		sa	
Il		sa	
Nous	préparons	notre	
Vous	préparez	votre	
Ils	préparent	leur	
Elles			exercice
Catherine	fait	ses	devoirs
L'enfant	fait	ses	mathématiques
Le professeur	aide	ses	élèves
La tante	aime	ses	enfants

Et vous?

Et Jeanne?

Et Jacques?

Et nous?

Et moi?

Et les garçons?

Et les jeunes filles?

9. This pattern is now expanded to include the use of an adverb.

Marie prépare	toujours	sa leçon d'anglais
	aussi	
	bien	son exercice
	lentement	

10. An expansion exercise to include the use of an infinitive verb.

L'enfant	aime	aller
		travailler
		marcher
	désire	faire
		préparer

au cinéma
à la campagne
dans la rue
ses devoirs
ses leçons

11. The numbers 21 to 39.

A number is pronounced by the teacher and the student says the number following the one pronounced by the teacher. This exercise should only be attempted after the pupils have learned to pronounce the numbers correctly through practice as already indicated in earlier chapters.

DIXIÈME LEÇON

1. Replace the definite article by the partitive article.

Nous allons	acheter	la	viande
		la	salade
L'enfant désire	donner	la	glace
		l'	eau
	demander	l'	argent
		le	gâteau
	préparer	le	potage
		le	fromage
		le	pain
		le	veau
		les	fruits
		les	légumes
		les	biscuits

2. Il aime	la viande	Il mange	de la viande
	la soupe		de la soupe
	le pain	Il veut	du fromage
	le veau		du veau
	les devoirs		des biscuits
	les livres		du gâteau
	les filles		des fruits
	le fromage		des légumes
			du pain

The teacher pronounces Il aime and as he points to pictures depicting the various nouns, the pupils respond with the correct definite article. The same procedure is used with the partive article.

3. Analogy drill.

Marie	mange	de la	viande	Et vous?
Je				Et Jeanne?
Elle		du	pain	Et Pierre?
Il				Et nous?
Nous	mangeons	des	biscuits	Et moi?
Vous	mangez			Et les garçons?
Ils	mangent	du	fromage	Et les jeunes filles?
Elles				
		des	fruits	

4. The same drill is used in the following sentence pattern expanded with an adverb.

Catherine	arrange	bien	les fleurs
	corrige	toujours	ses devoirs
	change	souvent	sa chambre
	aide	aussi	son frère

ONZIÈME LEÇON

In the preceding ten lessons, the writer has recommended the use of pattern drills to introduce French to high school students. But a large répertoire of pattern drills does not necessarily insure these students the ability to communicate readily in this new language which they are learning. Pattern drills frequently repeated and reviewed do facilitate structural dexterity and with proper guidance, performance can eventually become habitual and automatic.

Sooner or later, however, the teacher is faced with a group of students who have become tired of repetitive patterns. At this stage it becomes necessary to introduce language in meaningful dialogue form in order to maintain the interest which has been previously created through lively practice and drill. From now on the teacher strives continually to encourage the students to express themselves in meaningful situations. The teacher enters more and more into a hearer-speaker relationship with the class until finally this relationship is established between the various members of the class.

It is recommended that extensive use be made of illustrative materials and actual objects in order to induce students to speak naturally while attempting to communicate original and uninhibited ideas. The set of large illustr-

ated charts prepared by the Copp Clark Publishing Company to accompany the text Le Français Vivant has proven useful in encouraging group discussion and dramatization.

1. To introduce this lesson, the teacher has placed prominently before the students Dixième Leçon of the Copp Clark charts. If this chart is not available, large, colored pictures taken from magazines will serve equally well. These pictures are found on page 63 of Le Français Vivant.

Having greeted the class, the teacher goes to the chart and pointing to the meat, he asks: Qu'est-ce que c'est? The class responds: C'est de la viande, monsieur.

The teacher now makes the following statement which is taken from the text: Mme. Duval n'achète pas de viande. The pupils repeat this sentence pattern. Then pointing to the carrots, the teacher says: Mme. Duval n'achète pas de carottes. Again the students repeat this sentence pattern.

The teacher again points to the meat and he asks: Mme. Duval achète-t-elle de la viande? The pupils are guided to answer negatively: Non, elle n'achète pas de viande. Through the substitution of the other nouns, individual students are encouraged to ask questions based on the above pattern while other students are required to answer negatively. It is suggested that this exercise be continued briskly otherwise monotony will soon set in. The

teacher may occasionally have to formulate a question in order to quicken the pace of the exercise. A short discussion of the use of the partitive de may enable the students to understand its use in negative sentences.

The following sentence patterns are intended as a guide for the exercise described above:

Mme. Duval	n'	achète	pas	de	viande
					carottes
					pommes
	n'	a			bonbons
					pain
					fruit
	ne	mange			lait
					fromage
			d'		oranges

2. The students now restate the basic sentence patterns practiced in the previous exercise without the negative particles. One student says: Paul n'achète pas de viande. Another denies this by saying: Mais oui, Paul achète de la viande. Short pantomime performances by enthusiastic students add to interest and motivation.

The additional sentence patterns which follow are to be used to promote conversational skills. It may not be necessary to use all these patterns with every class.

With other classes, it may be necessary to construct additional sentences in order to attain automatic response. Teachers are encouraged to have their pupils dramatize as many of these as time permits. For instance in number 3a, the teacher holds a basket and points to the verb trouver which has been written on the blackboard. One student is then told to go to the cupboard. She does this and she makes a pretence of looking around. Finally she throws up her hands in despair and exclaims: Je ne trouve pas de panier dans cette armoire. The class then responds: Elle ne trouve pas de panier dans l'armoire.

3. (a)	Catherine	ne trouve pas de	paniers
			couteaux
	Marie		fourchettes
			cuillers
	Paul		serviettes
		dans l'armoire	

(b)	On ne mange pas	de	pêches	en hiver
			fruits	
			pommes	
			carottes	
		d'	oranges	

(c) Les enfants ne donnent pas de gâteau
 pain
 pommes
 bonbons
 d' eau

au garçon

4. The pupils now change the following sentence patterns into negative constructions.

(a) M. Martin achète des pommes de terre
 du pain
 de la viande
 de l' eau
 des oranges

là-bas

(b) Catherine cherche-t-elle des oranges?
 du bifteck?
 un panier?
 de la viande?
 des gâteaux?

(c) Il y a des fourchettes dans la cuisine
 une table
 de l' eau
 du travail
 de la viande

(d) Nous donnons des livres aux élèves
 de l' eau
 du fromage
 de la viande
 des pêches

5. The expressions of quantity.

(a) On mange beaucoup de pain en France
 fromage
 fruits
 pommes
 beurre
 d' oranges

(b) On achète peu de pêches en hiver
 fruits
 mange pommes
 légumes
 trouve carottes
 d' oranges

(c) Il y a un peu de lait dans la cuisine
 viande
 beaucoup bonbons
 fromage
 assez fruits
 légumes
 trop d' oranges

(d) L'enfant mange un morceau de pain
 fromage
 trouve gâteau
 pomme
 cherche viande
 d' orange

(e) La petite fille achète un sac de bonbons
 pommes
 un kilo pêches
 carottes
 légumes
 d' oranges

6. Answer the following questions in the negative.

(a) Philippe cherche-t-il une orange?
 du pain?
 de la viande?

des livres?

de l'eau?

Non, il ne cherche pas d' orange

de pain

viande

livres

d' eau

(b) Y a-t-il beaucoup de fourchettes dans le buffet?

couteaux

cuillers

serviettes

d' assiettes

Non, il n'y a pas beaucoup de fourchettes

couteaux

cuillers

serviettes

d' assiettes

dans le buffet

(c) Marie mange-t-elle un morceau de fromage?

pain?

gâteau?

viande?

d' orange?

Non, elle ne mange pas un morceau de fromage?
 pain
 gâteau
 viande
 d' orange

7. Analogy drill.

(a) Catherine	achète	un sac de bonbons
J'	achète	
Il	achète	
Elle	achète	
Nous	achetons	
Ils	achètent	
Vous	achetez	
Tu	achètes	
Elles	achètent	

Et vous?

Et Michel?

Et Jeanne?

Et nous?

Et les garçons?

Et moi?

Et les jeunes filles?

(c) Maman ne trouve pas son petit paquet

Je mon

Elle son

Il son

Nous trouvons notre

Ils trouvent leur

Vous trouvez votre

Tu trouves ton

Elles trouvent leur

Et vous?

Et Jeanne?

Et Paul?

Et nous?

Et les enfants?

Et moi?

Et les femmes?

(d) The preceding exercise may now be used by putting the possessive determiners in the plural, e.g.

Maman ne trouve pas ses petits paquets.

(e)	L'enfant	cherche	ses	livres	à l'école
	Je		mes		
	Il		ses		
	Vous	cherchez	vos		
	Tu	cherches	tes		
	Nous	cherchons	nos		
	Ils	cherchent	leurs		
	Elle	cherche	ses		
	Elles	cherchent	leurs		

Et vous?

Et Robert?

Et moi?

Et nous?

Et les élèves?

Et Marie?

Et vos soeurs?

8. Directed dialogue or restatement exercises.

Dites-moi Quel jour c'est aujourd'hui.

 Quel âge vous avez.

 Comment vous vous appelez.

 Comment vous allez aujourd'hui.

 De quelle couleur est votre livre de
 français.

Comment est la salle de classe.

Qu' on ne mange pas beaucoup de
pêches en hiver.

Où on trouve souvent des professeurs.

Combien de fenêtres il y a dans la
salle de classe.

Comment vous parlez, vite ou lentement.

9. Dialogue.

The dialogue which follows is based on constructions learned in this lesson. It should be thoroughly mastered by a few of the more advanced students either as a homework assignment or as an enrichment exercise to be learned while the teacher works with the less advanced students.

Mme. Duval: Aujourd'hui j'achète un peu de fruit et aussi du fromage et des biscuits. Mais, où est mon sac à main?

Catherine: Ton sac? N'est-il pas dans l'armoire?
(Elle cherche dans l'armoire, mais le sac n'y est pas).

Mme. Duval: Mais, où est-il donc? Paul et Marie, cherchez donc mon sac.

Paul: Il n'est pas dans ta chambre.

Mme. Duval: Mais comment!

Paul: Ah, le voilà! Il est déjà dans ton panier à provisions.

Once the dialogue has been learned it is to be acted out before the class. Action and voice are to be emphasized in order to enable understanding on the part of the whole class. Impromptu performances are to be encouraged by other class members after it has been acted out a few times.

Questions formulated by the class, under the guidance of the teacher will also help to promote oral proficiency. A few sample questions are given below:

1. Qu'est-ce que Mme. Duval achète aujourd'hui?
2. Qu'est-ce qu'elle cherche?
3. Où Catherine regarde-t-elle?
4. Qui trouve enfin le sac à main?
5. Où est-il?

DOUZIÈME LEÇON

1. Il fait beau au printemps
 chaud en été
 frais en automne
 froid en hiver
 aujourd'hui
 maintenant

The teacher goes to the window and says: Ah, regardez le beau soleil! Il fait beau aujourd'hui. The students repeat: Oui, il fait beau aujourd'hui. This is repeated until the students respond with some confidence. The teacher then goes to the window and he looks outside. Now he asks: Quel temps fait-il aujourd'hui? The students answer with the pattern already learned. Other students are encouraged to ask this question.

On the blackboard the teacher has four pictures; one depicting spring, another summer, a third autumn and the last one indicates a winter scene. Pointing to the picture which depicts spring, the teacher says: Il fait beau au printemps. The students repeat this sentence. Then the teacher pronounces: au printemps and a group of students respond with the complete sentence. Cyclic drill is continued until all the students have learned to respond to the four cues; au printemps, en été, en automne, en hiver.

A more realistic atmosphere is created if these weather expressions are repeated daily over a period of time. After having greeted the class the teacher then formulates one of the following questions:

Quel temps fait-il	aujourd'hui?
	maintenant?
	ce matin?
	au printemps?
	en été?
	en automne?
	en hiver?

Eventually the students will respond with one of the following patterns:

Il fait	du soleil	maintenant
	du vent	aujourd'hui
	beau	au printemps
	chaud	en été
	frais	en automne
	froid	en hiver

2. Quand pleut-il?
 neige-t-il?
 fait-il frais?
 jouons-nous au baseball?

au football?

au hockey?

au tennis?

The student answers the questions with a pattern consistent with the given structure, for example:

Il	pleut	souvent	au printemps
	neige		en hiver
	fait	frais	en automne

Nous jouons au baseball en été

3. In order to review all the weather expressions from time to time, the teacher can make good use of the illustrated chart which accompanies this lesson. The following questions may be encouraged from the pupils:

- (a) Quel temps fait-il à gauche de l'arbre?
- (b) Quel temps fait-il à droite?
- (c) Que fait le garçon?
- (d) Quand jouons-nous au baseball?
- (e) Qu'est-ce qu'il y a sous l'arbre?

The pupils are now asked to give short statements about this first picture. Some should be encouraged to make brief comments. A review of a few words and sentences appropriate to this picture would enable the weaker students

to become more involved in this exercise.

The pupils are then asked to make up questions about each of the three other pictures. The teacher always acts as a guide to help the students with their questions and comments. Expression and enthusiasm are necessary to maintain real interest.

4. Analogy drill.

Mme. Duval	va	au lac	Et vous?
			Et toi?
Je	vais		Et Michel?
Il	va	à la campagne	Et Marie?
Elle			Et nous?
Nous	allons	en vacances	Et les enfants?
Ils	vont		Et moi?
Vous	allez		
Tu	vas		Et les femmes?
Elles	vont		

5. The future idea expressed through aller plus an infinitive.

L'homme	va	trouver	des feuilles vertes
Je	vais		
Il	va	manger	des pêches mûres
Elle			

Nous allons acheter des pommes fraîches
Ils vont
Vous allez chercher de belles oranges
Tu vas
Elles vont

Et vous?

Et Michel?

Et Marie?

Et nous?

Et les enfants?

Et moi?

Et toi?

Et les femmes?

6. Dialogue.

Marie: Oh, la, la! Comme il fait froid aujourd'hui.
Mais je vais patiner sur le lac parce qu'il
ne neige pas.

Michel: Oh, oui. Moi aussi je vais patiner et je
vais jouer au hockey.

Marie: Mais non! Pas au hockey, Michel. Le lac
est petit et je vais tomber.

Michel: Quelle bébé! Tu n'aime pas le hockey?

Marie: Oh, Michel! Regarde donc là-bas. N'est-ce pas Robert qui tombe.

Michel: Oui, c'est bien Robert. Il fait du ski. Mais quel garçon. Il est maintenant dans la neige.

This dialogue is based on the last picture of the illustrated chart for this lesson. Its performance should be followed by pupil group work in which they prepare short skits based on the other three pictures.

TREIZIÈME LEÇON

1. In this lesson the regular verbs ending in -ir are introduced. Many exercises similar to those used in introducing the regular -er verbs are repeated with the following verbs: choisir, finir, remplir and maigrir. It is necessary that the students thoroughly learn to respond with one form of the verb before they are required to answer with another form. The following pattern is given as an example:

Le garçon remplit le verre d'eau

The pupils repeat this sentence after the teacher. Once the pronunciation is satisfactory, the teacher substitutes many nouns in the place of le garçon and the pupils respond with the complete sentence. The other present tense forms of remplir are similarly introduced and practiced. With pictures of water, milk, coffee, cocoa, the teacher can add variety to these sentences by pointing to these different pictures in order to obtain appropriate sentences from the pupils.

The other verbs ending in -ir are practiced through similar exercises. Reinforcement of learning through a review of negative and interrogative forms is recommended. Attempts are to be made to encourage pupils to formulate

questions and to have other pupils answer these questions.

2. The two analogy drills which follow are used after the pupils have become familiar with all the present tense forms of -ir verbs. Occasional review of all the verbs studied previously is necessary to strengthen retention.

(a)	Le garçon	remplit	un verre	de coca-cola
	Je	remplis		de lait
	Il	remplit		de café
	Ils	remplissent	une tasse	de thé
	Vous	remplissez		de chocolat
	Tu	remplis		
	Nous	remplissons		
	Elle	remplit		
	Elles	remplissent		

Et vous?

Et Philippe?

Et les enfants?

Et moi?

Et nous?

Et Catherine?

Et les jeunes filles?

(b) The infinitive following the verb finir is used in the following drill:

Michel	finit de	manger	son repas
Je	finis		sa pomme
Elle	finit		ses bonbons
Vous	finissez		
Tu	or	finis	
Nous	finissons	jouer	dans la cour
Ils	finissent	patiner	aujourd'hui
Il	finit		

Et vous?

Et Catherine?

Et moi?

Et nous?

Et les enfants?

Et M. Boivin

Et les jeunes filles?

3. Répondez à la forme négative.

Est-ce que	je	finis de parler?
qu'	ils	
	Marie	
	nous	
	vous	

Paul

les garçons

Non, vous ne finissez pas de parler

ils

elle

nous

je

il

ils

4. Répondez aux questions suivantes.

Qu'avez-vous comme glaces?

pêches?

pommes?

viande?

fromage?

J'ai de la glace au chocolat

à la vanille

des pêches mures

des pommes mures

de la viande fraîche

du fromage frais

The pupils are expected to answer the above questions with appropriate responses. Some answers are given for

teacher guidance. The teacher can pronounce the cue words, au chocolat, before asking the question: Qu'avez vous comme glaces? The student then answers: J'ai de la glace au chocolat.

5. Les nombres de quarante à soizante neuf.

(a) The teacher writes the three numerals 40, 50 and 60 on the blackboard. Each numeral is pronounced and the pupils repeat each numeral after the teacher. Having established the pronunciation, the teacher now pronounces any numbers from 40 to 69 and the pupils quickly answer the numeral preceding or the numeral following, whichever the teacher wants.

(b) The teacher asks the pupils: Ouvrez vos livres à la page 51. The first one to do so raises his hand and says: Je suis maintenant à la page 51. This student then asks the class: Ouvrez vos livres à la page 62. The teacher should circulate around the classroom and encourage speed and clarity of pronunciation.

(c) Large number charts placed on the wall serve a useful review purpose. A few minutes spent on review will yield good results in memorization of number facts.

6. Dialogue.

Marie: Tiens, nous voici! C'est bien la tour Eiffel.

Michel: Oui. Maintenant, nous allons monter par l'ascenseur jusqu'au troisième étage.

Ils marchent vite vers l'ascenseur. Ils entrent dans l'ascenseur et se rendent au troisième étage.

Paul: Comme il fait frais ici!. Oh, quelle belle vue magnifique!

Anne: Oh, regardez donc les hommes là-bas. Comme ils sont petits.

This dialogue is based on the illustrated chart which accompanies this lesson. The students who are chosen to act are also encouraged to improvise a few statements of their own. Humor adds to maintaining interest.

Now another group continues with the following lines:

Michel: Voyons, ne restons pas ici toute la journée. Moi, j'ai faim. Allons manger.

Anne: Oh les garçons! Ils ont toujours faim.

Paul: Oui, moi aussi, j'ai faim. Descendons maintenant au restaurant qui est au premier étage.

Les enfants descendent par l'ascenseur et ils entrent dans le restaurant. Ils choisissent une place près d'une grande fenêtre.

Paul: Et bien, mes demoiselles, si vous n'avez pas faim, regardez la belle vue pendant que nous mangeons.

Marie: Oh, mais nous.....

Michel: Oui, oui, regardez bien pendant que nous mangeons bien!

Anne: Ce n'est pas que.....

Paul: Garçon, venez ici.

The pupils are then left to finish this little scene with an appropriate ending.

QUATRIÈME LEÇON

1. Changez les phrases suivantes au pluriel:

Le marchand de journaux	est	vieux
		malade
L'homme		pauvre
		mort
Le chauffeur de taxi		content
		aimable
		français
		gros
		petit

In this assignment no auditory distinction is made between singular adjectives and those with plural endings. The pupils are reminded to carefully pronounce the distinctions made in the plural nouns, articles and verbs. If the class is experiencing much difficulty in remembering the plural forms, the teacher would do well to repeat these same patterns using first and second personal pronouns as subjects. If this is done the pupils need to make the feminine distinction with the following adjectives: vieux, mort, content, français, gros, petit.

2. Maintenant, changez ces mêmes phrases à la forme:

- (a) négative
- (b) interrogative

3. Mettez les mots suivantes au pluriel:

le gros homme;	le vieux monsieur;
le devoir principal;	le mauvais jour;
un journal anglais;	la belle voix;
quel bureau;	un cheveux gris;
un livre bleu;	le long bras;
le petit nez;	le beau pardessus;
le légume frais;	mon livre français;
son tapis vert	

The teacher pronounces these word groups in the singular form. The pupils respond in unison with the plural forms. This is repeated by smaller groups and eventually by individual students. Pictures and objects will help to make this exercise more meaningful. While the pupils are learning to respond with correct plural forms, they are also reinforcing their ability to place adjectives in the correct position. The following exercise is undertaken for the same purpose.

4. Reduce the following sentence patterns to adjective phrases.

(a) Le marchand	est	vieux
		content
Le garçon		bon
		grand

L'homme	malade
Le professeur	canadien
	petit
	mauvais
	jeune

e.g. le vieux marchand
 le marchand content
 le bon marchand
 le grand marchand
 le marchand malade
 le marchand canadien
 le petit marchand
 le mauvais marchand
 le jeune marchand

The pupils are asked to bring to class pictures or diagrams depicting the persons described in this exercise. One pupil then describes his picture by saying: Le marchand est vieux. The class or one student then says: Le vieux marchand. The same is done with: le garçon, l'homme and le professeur. The pupils by now have mastered vieux and can place it correctly in relation to the nouns it describes. The other adjectives are similarly introduced and practiced.

(b) In order to reinforce the patterns used in

the singular, the teacher pronounces the sentences in the plural and the pupils respond with the adjective phrases in the plural.

(c)	Comment	est	son nez?
			sa bouche?
			son cou?
		sont	ses cheveux?
			ses yeux?

Il	est	rouge
Elle		
Il		
Ils	sont	blancs
		longs
		bleus
		petits

Son nez rouge
 Sa bouche rouge
 Son cou rouge
 Ses cheveux blancs
 Ses longs cheveux
 Ses yeux bleus
 Ses petits yeux

A good illustrated picture which fits the description above is used to make this exercise meaningful. The teacher asks the questions one by one and the pupils respond with the patterns indicated. Later the teacher touches each part of the anatomy indicated and the pupils respond with: Son nez rouge, sa bouche rouge, etc.

(d) The pupils are then asked to give a description of this man using the following basic patterns:

Il a le nez rouge

Il a les yeux bleus, etc.

5. The teacher now writes the name of some member of the class on a piece of paper. She then tells the class: Je pense à quelqu'un. Qui est-ce? The pupils begin to ask questions such as: Est-ce une jeune fille? A-t-elle les yeux bleus? etc., until someone discovers whose name the teacher has written down. This student now continues with the same procedure.

6. The pupils are asked to prepare a complete description of someone in the class. They present this description and the class is asked to find who has been described.

7. The students are asked to bring to class the picture of some world famous personality. Each student

brings his picture before the class and encourages the other students to describe the picture.

8. Analogy drill.

M. Duval	va	à pied	à la gare
Je	vais		
Il	va		au magasin
Vous	allez		
Tu	vas	en auto	
Nous	allons		
Ils	vont		
Elle	va		
Elles	vont		

Et vous?

Et Paul?

Et moi?

Et nous?

Et les enfants?

Et Mlle. Duval?

Et les femmes?

QUINZIÈME LEÇON

1. Répondez aux questions et faites l'accord des adjectifs.

(a)	Cette	robe	est	chère
		jupe		bleue
		blouse		neuve
				grande
				verte
				blanche

Et ce complet?	Il est cher aussi
béret?	
pardessus?	

(b)	Ce voisin	est	gentil
	Mon fils		bon
	Votre père		heureux
			malade
			vieux
			canadien

Et cette voisine?	Elle est aussi gentille
ma fille?	
votre mère?	

2. Reduce the following sentences to adjective phrases.

(a) Ce magasin	est	grand
		brun
Ce restaurant		américain
		nouveau
Ce garage		petit
		haut

Ce grand magasin

Ce magasin brun

Ce magasin américain

Ce nouveau magasin

Ce petit magasin

Ce magasin est haut

The teacher pronounces the sentence: Ce magasin est grand. The class responds with: Ce grand magasin. The teacher continues: Ce magasin est brun and the class replies with the appropriate adjective phrase.

(b) Cet homme	est	pauvre
		français
Cet élève		beau
		jeune
Cet ami		aimable
		mort

Cet homme pauvre

Cet homme français

Ce bel homme

Ce jeune homme

Cet homme aimable

Cet homme mort

- | | | | |
|-----|---------------|-----|------------|
| (c) | Cet habit | est | nouveau |
| | | | vieux |
| | Cet ascenseur | | simple |
| | | | magnifique |
| | Cet étage | | grand |
| | | | splendide |

Ce nouvel habit

Ce vieil habit

Cet habit simple

Cet habit magnifique

Ce grand habit

Cet habit splendide

- | | | | |
|-----|--------------|-----|------------|
| (d) | Cette soirée | est | longue |
| | | | magnifique |
| | Cette chose | | belle |
| | Cette saison | | grande |
| | | | fraîche |
| | | | froide |

Cette longue soirée
 Cette soirée magnifique
 Cette belle soirée
 Cette grande soirée
 Cette soirée fraîche
 Cette soirée froide

The teacher lists a number of the adjectives practiced in the preceding exercises on the blackboard. Then pointing to one of these adjectives he asks one student to find an object in the classroom to which this adjective can be applied. The student replies with an adjective phrase. Then he pronounces another adjective from the list and another student is required to reply with a suitable adjective phrase. Many illustrations will tend to encourage a wider vocabulary development.

3. Substitution exercise.

Michel	mange	tout	le pain
		toute	la viande
Marie		tous	les biscuits
		toutes	les pommes
Mon fils			
Ce voisin			

4. This pattern is now expanded.

Michel	mange	toujours	tout le pain
Marie		quelquefois	toute la viande
		souvent	
		aussi	

5. Make the following adjectives modify the given nouns.

(a)	une chose	blanc
		neuf
		bon
		premier
		long
		gros

In this exercise the teacher shows the class an object depicting une chose and then he says: C'est une chose. Now he proceeds to pronounce the adjective blanc. One member of the class responds with the noun and the appropriate form of the adjective by saying: C'est une chose blanche.

(b) In the following exercises the students themselves are to do what the teacher did in the preceding exercise.

un voisin	nouveau
	gentil
	bon
	heureux
	canadien
	vieux

(c) un complet	neuf
	blanc
	bon
	cher
	beau
	nouveau

(d) une robe	neuf
	blanc
	bon
	cher
	beau
	nouveau

(e) une pêche	frais
	canadien
	beau
	vieux
	gros
	petit

6. Change the partitive article to the correct form of tout.

Il achète	du	pain
		beurre
	de la	crème
		viande
	de l'	encre
	l'	eau
	des	pêches
		cahiers

The teacher pronounces the sentence: Il achète du pain. The student responds with: Il achète tout le pain. Pupils can easily pantomime these lines. One student comes to the front where he dramatizes the purchase of the bread. The teacher asks: Il achète du pain? One student denies this emphatically by saying: Non, non! Il achète tout le pain. Many words substituted for pain are required in order to have pupils acquire a mastery of this pattern.

7. Analogy drill.

Mme. Duval	va	en ville	cet après-midi
Elle			
Je	vais	à la gare	aujourd'hui
Il	va		
Ils	vont	à pied	
Nous	allons		

Vous allez au magasin

Elles vont

Et Catherine?

Et vous?

Et M. Duval?

Et vos enfants?

Et nous?

Et moi?

Et ces femmes-ci?

8. Creative dialogue.

The students are divided into pairs and they are encouraged to prepare a little dramatization between a very tired man who has spent most of the day shopping with his very untiring wife. The following words and expressions are intended for helping the students start:

Qu'allons-nous faire?

Faire des achats

Aller en ville

Aller à pied

Monter au troisième étage

Descendre au rez-de-chaussée

Un ascenseur cassé

Il fait chaud

Quel imbécile!

Une paire de souliers

Un homme très fatigué

SEIZIÈME LEÇON

1. Substitution exercise:

L'habitant	vend	toutes sortes de choses
		des journaux
Cet homme		du beurre et des oeufs
		une autre chose
Ce marchand		du lait frais
		de la bonne crème
Cette vieille		

The teacher pronounces the first sentence pattern which the pupils repeat. Then the teacher says: toutes sortes de choses. A student or a small group of students respond with the complete sentence pattern. Through a substitution of items, the students gradually become familiar with the third personal singular form of regular verbs ending in -re.

To reinforce the learning of this verb ending, similar exercises can be developed with the verbs descendre, entendre and répondre. With the verb descendre, a stick figure is sketched going down to the kitchen, living room, etc., and a meaningful sentence pattern is elicited from the pupils.

2. Person-Number Substitution:

The other verb endings are now practiced one at a time. The teacher begins the sentence by pronouncing: Je. The students now are responsible for using this pronoun as well as making the correlated changes in the sentence. One student says: Je vends toutes sortes de choses. Through item substitution, the students gain ability to respond with this form.

3. Greater facility to use these verb forms can be achieved if students are encouraged to reply with the negative and interrogative forms throughout these exercises. After one pupil has responded with a sentence pattern, such as: Il vend toutes sortes de choses, another student asks: Vend-il toutes sortes de choses, and a third denies this, Non, il ne vend pas toutes sortes de choses.

4. The following exercises are used once the pupils have acquired a mastery of each verb form. It may not be necessary to use every exercise which follows, but enough of these should be practiced to insure proper retention.

Analogy drills:

(a)	Ce propriétaire	vend	toutes sortes de choses
	Je	vends	
	Il	vend	
	Nous	vendons	beaucoup de savon

Ils	vendent	
Vous	vendez	des ballons amusants
Tu	vends	
Elle	vend	
Elles	vendent	

Et vous?

Et votre ami?

Et nous?

Et les habitants?

Et moi?

Et votre mère?

Et vos petites amies?

(b)	Michel	descend	très vite vers	ses amis
	Je	descends		mes
	Il	descend		ses
	Nous	descendons		nos
	Ils	descendent		leurs
	Vous	descendez		vos
	Elle	descend		ses

Et vous?

Et votre père?

Et nous?

Et vos fils?

Et moi?

Et votre soeur?

Et leurs petites amies?

la grande église

la vieille école

la longue rue

(c) Leurs amis attendent le taxi

J' attends

Ils attendent le voisin

Il attend

Nous attendons le propriétaire

Vous attendez

Elle attend l'automobile

Elles attendent

devant l'estrade

derrière la tente

à cet endroit-ci

chez Pierre

Et vous?

Et nos amis?

Et ce petit enfant?

Et nous?

Et moi?

Et sa mère?

Et ces jeunes filles?

5. Item substitution:

(a) Cet élève répond	au	professeur
		chauffeur
	à la	femme
		question
	à l'	ami
		homme
	aux	enfants
		garçons

(b) This pattern is now expanded to include the adverb.

Cet élève répond	toujours	au professeur
	souvent	
	quelquefois	
	lentement	
	vite	

(c) This pattern now substitutes the demonstrative determiners for the definite article.

l'élève répond	à	ce	professeur
			propriétaire
		cette	dame
			lettre
		cet	ami
			homme
		ces	garçons
			hommes

(d) The sentence pattern of 5c is expanded to include the adverb. Use the adverbs which are found in 5b.

(e) The pattern now substitutes the possessive determiners for the definite articles of exercise a.

La jeune fille répond	à	son	professeur
			père
		sa	tante
			mère
		son	ami
			oncle
		ses	parents
			frères

(f) Again the sentence pattern of exercise e is expanded to include the adverb. Use the adverbs which are listed in exercise 5b.

6. Reinforcing -re verbs through item substitution.

(a)	Michel	entend	son	
	Nous	entendons	notre	
	Ces enfants	entendent	leur	chien
	Vous	entendez	votre	
	Elle	entend	son	
	J'	entends	mon	
	Tu	entends	ton	
	Marie et Jeanne	entendent	leur	

(b) Repeat the above exercise in the negative form e.g. Michel n'entend pas son numéro.

(c) Now the pupils are required to formulate the sentence pattern into a question: Michel entend-il son numéro? Another student answers affirmatively: Cui, Michel entend son numéro. Another answers negatively: Non, Michel n'entend pas son numéro.

7. Reinforcing -er and -ir verb patterns through item substitution.

(a)	Michel	gagne	du savon	aujourd'hui
	Les enfants	gagnent		
	Elle	gagne		
	Je			
	Nous	gagnons		

Vous gagnez

Marie gagne

Il

Tu gagne

(b) Repeat the above exercise in the negative form, e.g. Michel ne gagne pas de savon aujourd'hui.

(c) Now the pupils are required to formulate the sentence pattern into a question: Michel gagne-t-il du savon aujourd'hui? Then a student answers affirmatively: Oui, il gagne du savon aujourd'hui. Another student answers negatively. Non, il ne gagne pas de savon aujourd'hui.

(d) Le propriétaire remplit le verre de lait
Elle

Je remplis

Nous remplissons

Marie remplit

Tu remplis

Les femmes remplissent

Il remplit

(e) Repeat exercise 7d in the negative form: e.g. Le propriétaire ne remplit pas le verre de lait.

(f) Again the students are required to formulate the sentence pattern into a question: Le propriétaire

remplit-il le verre de lait? Then one student gives an affirmative answer: Cui, il remplit le verre de lait.

Another student answers negatively: Non, il ne remplit le verre de lait.

8. Reinforcing irregular verbs.

(a) Patterns are made up using the irregular verbs studied thus far. The patterns might include the following:

- (i) Maman va en ville le samedi
- (ii) Les Français font du ski en hiver
- (iii) Tous les élèves sont en vacances en été
- (iv) Cet enfant fait toujours son travail
- (v) Madame Duval a un beau chat

Each sentence pattern is used with several subjects as in exercises 3 and 4 of Lesson 16. Each pattern is later transformed into the negative and interrogative forms.

9. Dialogue:

The teacher tells the class: Michel gagne un peu de savon et ensuite il le vend à sa mère. Elle donne seulement un peu d'argent, mais heureusement il y a une pièce d'argent qui est très vieille. Michel échange cette pièce pour beaucoup d'argent.

The pupils are now placed in small groups and they

are encouraged to make up a conversation between Michel and his friend, Jean-Louis. These boys are having a good time spending approximately ten dollars which Michel has obtained by exchanging the old coin. The following expressions may be used to help the students start an original dialogue:

acheter: du bifteck, un sac de bonbons,
un coca-cola et de la glace

aller à une vente de charité

aller en motocyclette; en automobile

faire des achats: une chemise neuve,
toutes sortes de choses

manger dans un grand restaurant

DIX-SEPTIÈME LEÇON

The replacement of a direct object noun by a direct object pronoun in French differs considerably from English and much practice is necessary in order to have the pupils respond to this French language pattern. The emphasis in this lesson will be on drill, using only the third personal pronoun object. The other personal pronoun objects will be introduced in Lesson 23.

1. Ecoutez la phrase. Répétez la phrase, mais remplacez les noms qui suivent les verbes par des pronouns:

(a) Le facteur	prend	la lettre
		la carte postale
L'employé		la collection de timbres
		la boîte
Le correspondant		une tasse de café

Through discussion after this preliminary exercise, the pupils discover the principle that in French the direct object pronoun precedes the verb.

(b) Since "prendre" is introduced in this lesson, the other forms of "prendre" are also practiced in the basic pattern used above;

e.g. Je prends la lettre,

Tu prends la lettre, etc.

By the time "prendre" has been mastered, the pupils will respond to the direct object pronoun pattern without any hesitation.

2. Ecoutez la phrase. Répétez la phrase, mais remplacez les noms qui suivent les verbes par des pronoms:

(a)	L'employé	met		sur la table
			le journal	
	La vendeuse		le paquet	dans le tiroir
			le timbre	
	Le marchand		le savon	
			un franc	

In the above exercise, the masculine form of the pronoun object is practiced.

(b) Since "mettre" is also introduced in this lesson, additional practice with the other forms of this verb is used;

e.g. Je mets un franc sur la table

Tu mets un franc sur la table, etc.

3. The pupils now review the masculine and feminine forms of the pronoun objects with the two verbs which have been learned in this lesson:

(a) Le garçon	prend	la lettre	dans la
		le paquet	boîte
		le journal	
La jeune fille	met	la carte postale	
		la collection	
Le facteur		le franc	

It is important to use all the forms of these two verbs in order to insure adequate retention.

4. Nouns beginning with vowels are now used. The pupils will have to recall the correct genders before responding with the correct pronoun objects.

(a) Le facteur	prend	l'argent	dans l'armoire
		l'orange	
	met	l'encre	dans la cuisine
		l'eau	

5. The teacher now develops a number of exercises in which the object pronouns are pluralized. The exercises already used may be repeated but using the pronoun objects in the plural.

6. The same or similar sentence patterns are now used in negative constructions.

7. The sentence pattern is also used interrogatively.

8. Finally, the sentence patterns are arranged in negative-interrogative forms.

It is well to point out that these patterns should be introduced slowly and methodically. Certainly no more than one form should be introduced daily. Frequent review is then necessary.

9. At this time of the year, when review of previously learned material is important, this concept of the pronoun object lends itself well to a review of the nouns already learned. A great many sentences should be constructed using nouns and verbs which are found in other lessons. Many of the patterns used in earlier lessons can be reviewed now. The students replace the noun objects by pronoun objects.

10. Dialogue.

In this exercise, the teacher reviews a number of lessons previously studied. The pupils are asked to make up questions using nouns studied in an earlier lesson. Another pupil will answer the question, replacing the noun by the proper subject and object pronouns. For instance in reviewing Lesson 10, one pupil asks: Catherine mange-t-elle la fourchette? Another pupil replies: Mais non, elle ne la mange pas. Systematic coverage of this type over a period of time enables the students to review the content of this French course with a new approach.

DIX-HUITIÈME LEÇON

1. With a large hand-made clock, the teacher sets the dial and asks: Quelle heure est-il? The pupils respond together, in small groups and finally individually.

Throughout the class period, the teacher says:
Regardez la pendule au mur et dites-moi quelle heure il est?

2. Add one hour to the time given.

Il est	deux heures.
	trois heures et demie.
	quatre heures et quart.
	cinq heures moins le quart.
	six heures dix.
	sept heures moins cinq.

3. Add one half hour to the time given.

Il est	midi
	onze heures et demie.
	dix heures et quart.
	neuf heures moins le quart.
	huit heures vingt.
	sept heures moins vingt.

4. The pupils are told to add or subtract minutes to the time given until they learn to respond correctly and automatically.

5. Reply negatively to the following patterns, inserting the adverb encore.

Est-il

midi?

une heure?

trois heures?

Non, il n'est pas encore

midi

une heure

trois heures

6. The teacher now formulates a number of questions which require a specific time for an answer. Here are some examples:

(a) A quelle heure les leçons commencent-elles?

(b) A quelle heure la classe de français
commence-t-elle?

(c) A quelle heure arrivons-nous à l'école?

(d) A quelle heure les classes finissent-elles?

(e) A quelle heure prenons-nous le petit
déjeuner?

7. Now the pupils are asked to build original

sentences which require a specified time for an answer. The teacher may help students get started by providing key words which they are to use in formulating the sentence; e.g. Paul faites une phrase qui commence avec: à quelle heure et qui contient le mot "devoirs" Paul may reply: A quelle heure finissez-vous vos devoirs? The teacher then continues: Oui. Maintenant faites une autre phrase encore avec "devoirs". Another student answers: A quelle heure commencez-vous vos devoirs?

8. A review of the pronoun-object is now introduced.

Ecoutez la phrase. Répétez la phrase en remplaçant le nom qui suit le verbe par un pronoun:

Le garçon voit	l'horloge	de l'édifice
	la montre	sur le bras
	le réveil	sur la commode

9. A number of these sentence patterns are prepared and for variety the teacher makes a statement and tells a pupil to change this into a question. For example: Le garçon voit l'horloge de l'édifice. A student asks: Le garçon voit-il l'horloge de l'édifice? Then a third student answers: Oui. Il la voit.

10. Continued review is desirable in this lesson of lessons which have been learned during the year. The teacher is encouraged to make use of the direct object pronoun as suggested in the previous lesson.

DIX-NEUVIÈME LEÇON

The past indefinite tense of regular verbs ending in -er, -ir and -re is introduced in this lesson. Sufficient practice with each one of these verb forms is necessary if the students are to respond to language patterns containing this verb tense. It is suggested that a review of all verbs learned thus far will insure this necessary response.

1. Changez les verbes suivants au temps passé:

(a) Le fermier cultive ses champs.

M. Duval regarde le beau soleil.

Michel admire les beaux chevaux.

Mme. Duval achète des oeufs et du beurre.

Catherine accompagne sa mère et la fermière.

M. Monet montre ses chevaux aux enfants.

La jeune fille apporte un panier à la maison.

Michel demande de l'argent pour acheter
des oeufs.

The teacher pronounces these sentences while the pupils repeat them in the past indefinite tense.

Spaced review of other regular -er verbs will afford the students an opportunity to overcome the forgetting which has now occurred. Appropriate sentence patterns

learned earlier are now studied again using the past indefinite tense, instead of the present tense.

2. The sentences used in the above exercises are now transformed into interrogative patterns and the answers are given in the negative. For instance the teacher says: Le fermier cultivé ses champs. One student asks: Le fermier a-t-il cultivé ses champs? Then another student replies: Non, il n'a pas cultivé ses champs. The pupils should be encouraged to build a complete set of sentence patterns of this type. They then proceed to do what the teacher has done.

It is important to proceed very slowly with these patterns since they are becoming somewhat complicated. The possibility of the pupils losing interest is lessened because there is so much previous content from which to create excellent communicative speech patterns. All the personal subject pronouns are gradually introduced and practiced by the pupils through sentence patterns similar to those which have been used.

3. The teacher now introduces the past indefinite tense of regular verbs ending in -ir. The following sentences are given as basic guide patterns only:

- (a) Catherine grandit mais elle maigrit aussi.
- (b) Le fermier remplit le panier de légumes.

- (c) Le garçon finit sa leçon de bonne heure.
- (d) La jeune fille choisit une belle robe verte.

4. The following sentences are suggested for practice with regular verbs ending in -re.

- (a) L'homme attend le train à la gare.
- (b) Ma soeur la valise de la voiture.
- (c) Il entend la musique dans l'église.
- (d) L'élève répond au professeur.
- (e) Le garçon vend des légumes à Marie.

5. Dialogue.

The pupils are placed in groups of six or eight and they are required to develop a dialogue based on the illustrated chart which accompanies this lesson. A few minutes should be spent discussing a general outline of the conversation and the assignment of roles. Each pupil is to represent one person depicted in the picture. The students then proceed to compose a short play in which each one speaks at least two or three times. These plays are later performed before the whole class. Judging should be on the basis of creativity and correct performance in French.

VINGTIÈME LEÇON

In this lesson the past indefinite tense of the two auxiliary verb être and avoir is practiced. This tense is also used with the following irregular verbs: dire, faire, mettre, prendre and voir. As in the previous lesson, care should be taken to develop a number of sentence patterns introducing one form of each verb at a time, followed by sufficient practice.

1. The following sentence patterns may be used as illustrative examples with which to begin practice with the new forms. The principles suggested in the previous lesson are recommended for the developmental aspect of this exercise.

- (a) La mère est dans la salle de bain
- (b) Le garçon a de la chance à la vente de
charité
- (c) Maman dit de manger tout le pain.
- (d) Mon père fait ses achats ici
- (e) La vendeuse met les journaux dans son sac
- (f) La petite fille prend l'autobus pour aller
au cinéma
- (g) Le professeur voit les actualités

The above sentences are practiced with many different

subjects, both singular and plural. They are also used interrogatively and negatively.

2. The following exercise makes it necessary for the pupils to choose the tense required to give meaning to the sentence:

- (a) Maintenant les trois garçons prennent
l'autobus pour aller au cinéma. Hier....
- (b) Cette après-midi les jeunes filles voient
d'abord les actualités. La semaine
dernière.....
- (c) Aujourd'hui l'ouvreuse met un sac de bon-
bons sur le banc. Mardi dernier....
- (d) En hiver mon père fait tout le travail à
la campagne. L'hiver dernier....

The teacher or a pupil pronounces a sentence which contains an adverb of time requiring the present tense. Then this person cues a word such as hier and another pupil completes the sentence in the past indefinite tense.

3. The patterns used in the above exercises are now used interrogatively with other students answering affirmatively or negatively.

4. Dialogue.

The pupils are arranged in groups of three or four and they are asked to develop conversations in French centred around topics which are pertinent to attending the theatre. One pupil represents the ticket seller, another the usher and the third one represents the person who will see the film. This student may be accompanied by a friend. Encouragement is to be given to develop sentences which are meaningful in such a situation.

FOOTNOTES AND REFERENCES

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2. André Malécot, "Oral Grammar Tapes: Theory and Design," The French Review, April, 1960, pp. 491 - 495.
3. Paul Pimsleur, "Pattern Drills in French," The French Review, May 1960, pp. 568 - 576.
4. Ibid., pp. 568 - 576.
5. Ibid., pp. 568 - 576.
6. André Malécot, op. cit., pp. 491 - 495.
7. Paul Pimsleur, op. cit., pp. 568 - 576.
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9. André Malécot, op. cit., pp. 491 - 495
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CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

I GENERAL CONCLUSION

A review of the research which this study has entailed has convinced the writer of a need for a greater variety of linguistically-oriented foreign language textbooks. Until very recently there has been a scarcity of such materials at all instructional levels. In 1960, Albert Valdman wrote:

Unfortunately, at present, the progression from structural analysis to pattern drill is hindered by the paucity of readily available and nontechnical analyses of the structures of the major languages of our foreign language curricula.¹

More recently, however, textbooks and courses of study have been published which employ the use of pattern drills as a methodology. Nelson Brooks in an issue to modern foreign language teachers in connection with the publication of the A-LM Audio-Lingual Materials maintains that "pattern practice is a cardinal point in the methodology of this book".² In a Teacher's Manual which accompanies these materials, one reads:

Grammatical patterns of the language will be learned through a variety of speaking drills. Students will form correct speech habits by repeating these drills until they can do these at normal speed without hesitating or making a mistake.³

In yet another book which has been used experimentally since 1958, Politzer and Hagiwara state:

The core of these exercises consist of pattern drills, which utilize choral as well as individual response and are suited for maximum class participation.⁴

That pattern drills have found their way into a few textbooks is certain. But at the same time, the implementation of these pattern drills in Alberta high school classrooms is not yet widespread. The writer is interested in promoting the use of these pattern drills in the classroom in order to enhance the audio-lingual skills of students learning French in Alberta high schools. The pattern drills which have evolved as a result of this study are intended as a practical source of materials for teachers interested in experimenting with this approach.

The writer realizes the limitations of this study and he would like to suggest that there is a very real necessity for all foreign language teachers and school administrators to continue gathering information concerning the latest trends and findings of linguistic research. There is evidence, even in our own province, to support a linguistic approach in the teaching of French in order to improve the speech habits of the students. But its application to methodology is not as yet widely used.

This study is not experimental in that the patterns which have been developed have not been used extensively

in classrooms. However, a preliminary draft of these pattern drills was prepared in the fall of 1963 and used in a few classrooms on a trial basis. This preliminary draft was also reviewed by a number of persons actually involved in the teaching of French. The pattern drills which are now included in this study are the result of original research and detailed discussions with persons who used these in the classroom or who reviewed them in the light of their teaching experiences. These pattern drills now make it possible for teachers to successfully initiate a program applying the basic principles of linguistics to the teaching of French. Controlled experimental work will undoubtedly result in an improvement of the quality of these pattern drills but it will not replace the methodology suggested.

II RECOMMENDATIONS

The present study has put forth a set of practical exercises which teachers can utilize in promoting an audio-lingual teaching method. The following recommendations are offered as possible ways of continuing this study in order to achieve the maximum results desired.

1. That an experiment be conducted by a teacher with two groups of beginning French pupils who have been selected and matched according to intelligence. With one group the

teacher will use the pattern-drills which have been prepared for this study. During the first ten lessons no reading nor writing will be used. Every effort will be made to convey the idea that language is a means of communication through sound. With the other group, the teacher will employ conventional teaching methods from the start, stressing hearing, speaking, reading and writing. These four language skills are to be emphasized only after completing the first ten lessons with the first group. This group will continue to use pattern-drills to increase fluency in hearing and speaking throughout the year, although reading and writing techniques will also be employed. At the end of the first twenty chapters, a standardized test of achievement will be given to both groups in which pupils will be tested for hearing, speaking, reading and writing French. A comparison of results will then be made.

2. Should the results of such an experiment prove significantly that the use of pattern-drills does promote fluency and accuracy in the learning of a foreign language, that similar pattern-drills should be developed for Ukrainian 10.

3. That courses for oral conversational French based on pattern-drills be prepared at all levels in which French programs are now offered in Alberta schools. Such

courses, designed for various grades, should be prepared with content material which is appropriate to the students of particular grades.

4. That the pattern-drills prepared for this study be put on tape in order to aid the teacher whose fluency in French is minimal.

III SUGGESTIONS FOR FURTHER INVESTIGATION

As a result of the research attempted for this study, the writer is of the opinion that an expanding program of research and experimentation in the field of foreign language teaching is needed. It seems important at the present time to obtain all the facts we can, draw the necessary conclusions and then act wisely upon them. Thus we will not be proceeding on mere assumptions which lack an empirical basis. As a beginning the writer suggests:

1. Much careful, objective experimentation aimed at discovering the most effective methods appropriate to the teaching of French at all grade levels.

2. The development of pattern-drills based on a frequency list which has been recently and scientifically prepared to meet the needs of pupils at various grade levels in Alberta.

3. The preparation of standardized achievement tests in French for Alberta students in which the four language skills are tested.

4. The compilation of speech patterns peculiar to French-speaking natives living in Alberta.

5. The writer intends to introduce the basic patterns developed in this thesis to the teachers of high school French in his inspectorate in September 1964. These pattern drills will be used according to the specified recommendations contained in this thesis. This experimental approach may provide opportunities for further investigation designed to evaluate the success of this new approach as compared to the results obtained by more traditional methods.

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A P P E N D I X

French 10 Test administered to approximately 950
students in Northeastern Alberta in June 1963

Values

30 I. Idioms and Patterns of French

A. Traduisez les expressions suivantes en français:
(2 marks each - deduct 1 mark for each error)

1. What are you looking at? _____
2. We are going to eat. _____
3. What color is the book? _____
4. Today is Friday. _____
5. The boy telephones his
friend. _____
6. Alice is going shopping _____
7. What time is it? _____
8. The weather is nice in
spring. _____
9. What a good meal! _____
10. He has gray hair. _____
11. Let's go to the movies. _____
12. What day of the week
is it? _____
13. Are you on holiday now? _____
14. There are many people
here. _____
15. The boy is playing
football. _____

B. Traduisez les expressions anglaises en français
(1 mark each - no half marks)

1. Il entre dans la salle de classe et il danse
(in the middle of the room) _____.
2. (In the morning) _____ je ne
mange pas beaucoup.

3. Il y a trois grandes sales (on the ground floor) _____.
4. Je (take a walk) _____ après les classes.
5. Il va finir ses devoirs (tonight) _____.
6. Mon frère (is fifteen years old) _____.
7. Il neige souvent (in winter) _____.
8. Ma soeur aime (chocolate ice-cream) _____.
9. Nous passons nos vacances (at my aunt's place) _____.
10. Finissons ce travail (right away) _____.

10

II. Grammar Completion

Traduisez les mots anglais en français. (1 mark each - no half marks)

1. Il donne du lait (to the) _____ enfants.
2. Regardez (all) _____ ces gens.
3. Le facteur n'a pas (any) _____ lettres.
4. (What) _____ autres timbres est-ce que Catherine achète?
5. (To whom) _____ donne-t-il les autres?
6. (What) _____ achetez-vous au magasin?
7. Voilà la (old) _____ maison.
8. Il y a (ninety-six) _____ livres.
9. Voici le (beautiful) _____ enfant.
10. Avez-vous sa chemise (new) _____?
11. Les oeufs sont (fresh) _____.
12. (For whom) _____ est le livre?

20

13. Catherine a (enough) _____ bonbons.
14. (This) _____ homme est grand.
15. Marie est bien (spoiled) _____.
16. Nous préparons (our) _____ leçons.
17. Nous expliquons les règles (to the) _____ élèves.
18. (It is) _____ un lit.
19. (Paul's dog) _____ est dans la maison.
20. Ils ont passé (some) _____ bonnes vacances.

III. Short Sentences.

30 Traduisez les phrases suivantes en français: (2 marks per sentence - deduct 1 mark per error)
Write legibly.

1. The girl talks too much.
2. This pupil works all day.
3. I always bring my books.
4. In the fall we often play in the yard.
5. He wants to see the lake.
6. The children are waiting for their friends.
7. Milk is good isn't it?
8. This man hasn't any family.
9. That gentleman did not turn.
10. The boys go to the country in the summer.
11. Doesn't he speak French?
12. Where did he put the alarm clock?
13. Her father works better in the afternoon.
14. Why is your brother studying?
15. When do the boys skate?

IV. Les Verbes

15

- A. Ecrivez les verbes suivants à la forme convenable (suitable)
(1 mark each - no half marks)

1. Nous (arranger) _____.
2. Elles (rentrer) _____.
3. Tu (attendre) _____.
4. Vous (remplir) _____.
5. Je (rester) _____.
6. (Commencer) _____-nous?
7. Il (acheter) _____.
8. (Faire) _____-ils?
9. Elles (mettre) _____.
10. Ils (prendre) _____.
11. (aller) _____-tu? .
12. Il a (répondre) _____.
13. J'ai (voir) _____.
14. As-tu (finir) _____? .
15. Vous n'avez pas (avoir) _____.

15

- B. Traduisez en français: (1 mark each - no half marks)

1. I see. _____.
2. He falls. _____.
3. We are making. _____.
4. Are you going down? (plural or formal) _____
_____.
5. Do I play? _____?
6. They are going. _____.
7. You are learning. (singular or familiar)
_____.
8. We are not. _____.
9. Doesn't he work? _____?

10. I have chosen. _____.
11. Did she ask? _____?
12. They sold. _____.
13. Did you understand? (plural or formal) _____
_____?
14. Put. (plural or formal) _____.
15. Sing. (singular or familiar) _____.

V. Long Sentences

Traduisez en français (3 marks per sentence,
deduct $\frac{1}{2}$ mark per error)

30

1. Mother is putting on her old dress in order to work in the kitchen.
2. Is there a bedroom on the second floor?
3. When we have a day off we eat our meals at the lake.
4. The child is very good. He always listens to his mother.
5. These men who are in front of the house are looking for some leaves.
6. Why didn't the students do this lesson?
7. That fine tree which is near the kitchen is very old.
8. The teacher likes the students because they did their homework. They didn't watch television.
9. Are there any flowers on the table? No, because there aren't any flowers in the garden.
10. We like to go to the movies if the films are interesting.

VI. Comprehension.

Lisez attentivement le passage suivant et répondez aux questions en ANGLAIS: Check the vocabulary at the bottom of the selection for unfamiliar words.

Il n'est pas encore neuf heures, mais quatre élèves sont déjà à l'école. Ils parlent de leurs animaux familiers. Le professeur entend ces élèves et il pose des questions. Les élèves répondent à ces questions, et la conversation continue jusqu'à neuf heures.

Pierre: Avez-vous un chien, Henri?

Henri: Non, je n'ai pas de chien, mais j'ai un chat.

Pierre: Je n'aime pas les chats. Mon chien m'attend à la porte de l'école tous les jours à quatre heures.

Henri: Mon chat m'attend souvent aussi. Et il mange toutes les souris chez nous.

Professeur: Avez-vous un animal familier, Jacques?

Jacques: Je n'ai pas de chien, et je n'ai pas de chat, mais j'ai un perroquet vert. Il parle avec la famille.

Professeur: Voulez-vous vendre votre perroquet, Jacques?

Jacques: Non, monsieur, je ne veux pas vendre mon perroquet. Mais, voulez-vous un lapin? Mon frère a beaucoup de lapins.

Professeur: Non, merci, Jacques, J'ai des carottes et de la laitue dans mon jardin. Les lapins aiment beaucoup la laitue et les carottes, n'est-ce pas? Voulez-vous vendre votre chien, Pierre?

Pierre: Non, monsieur, mais j'ai de jeunes chiens à vendre.

Professeur: De quelle couleur sont-ils?

Pierre: Ils sont blancs et bruns avec un nez noir.

Professeur: Je n'aime pas beaucoup les chiens blancs. Que fait votre perroquet, Jacques?

Jacques: Il imite ma voix. Voici une de nos conversations:

"Parlons français, Polly.
Polly veut un biscuit."

Pierre: Aime-t-il les chats?

Henri: Les perroquets n'aiment pas
les chats.

Pierre: Pourquoi?

Jacques: Les chats mangent les oiseaux.
Si un chat entend un oiseau
dans un arbre, il attend. Quand
l'oiseau descend de l'arbre,
le chat mange le pauvre petit
oiseau.

la souris-mouse

le lapin -rabbit

REPONDEZ aux questions suivantes en ANGLAIS;
(use complete sentences)

1. Combien d'élèves y a-t-il déjà à l'école?
2. Qui entend ces élèves qui parlent de leurs
animaux familiers?
3. Est-ce qu'Henri a un chien?
4. Qu'est-ce que le chien de Pierre fait tous
les jours à quatre heures?
5. Qu'est-ce qui mange toutes les souris?
6. Décrivez (describe) les jeunes chiens de
Pierre.
7. Quel garçon a un perroquet?
8. De quelle couleur est le perroquet?
9. Qu'est-ce que le perroquet dit en français?
10. Pourquoi le perroquet n'aime-t-il pas les
chats?

VII. Prononciation

- A. Underline two words in each line which contain
the phonetic symbol found on the left:

- 10
1. e tête, été, venez, mère, hiver
 2. O rose, dormir, aussi, trop, homme
 3. u lune, tout, vue, rouge, fleur
 4. É chaise, cheval, revoir, élève, demander
 5. O soleil, bonne, beau, garçon, stylo
 6. Ø deux, heure, un, coeur, peu
 7. y jupe, douce, sur, finir, stylo
 8. ã enfant, bien, jambe, main, pas
 9. ã fenêtré, élève, chien, argent, faim
 10. } jouer, zéro, maison, gare, page

B. Indiquez toutes les liaisons: e.g. les autos neuves.

- 5
1. Ils ont un beau jardin.
 2. Nous allons chez elle à deux heures.
 3. En hiver, quand il fait froid, nous restons ici.
 4. Le petit enfant rentre avec son amie, Marie.

VIII. Dictée.

Ecrivez les phrases suivantes que le professeur va lire. (15 marks - Deduct $\frac{1}{2}$ mark per error)

1. Marie et son amie Jeanne sont en retard.
2. Il y a une photo de Michel au mur.
3. Combien de pupitres y a-t-il dans la salle de classe?
4. Où est le gâteau? Il est sur la table.
5. Les garçons marchent lentement et ils regardent les voitures.
6. Chaque enfant mange du pain et la viande.
7. L'homme achète du fromage et deux kilos de pommes.
8. Mon père chosait une table près de la fenêtre.

9. Maman et Michel vont faire des achats en ville.
10. Maintenant vous avez fini. N'êtes-vous pas heureux!

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